

IMPROVING AMERICA'S SCHOOLS ACT (IASA)



LOCAL EDUCATION AGENCY CONSOLIDATED APPLICATION GUIDELINES

Fiscal Year 2001

APPLICATION PROJECT PERIOD: September 1, 2000 - August 31, 2001

COVERED PROGRAMS

- Title I, Part A -** Helping Disadvantaged Children Meet High Standards
- Title I, Part D -** Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk of Dropping Out
- Title II, Part B -** Dwight D. Eisenhower Professional Development Program
- Title IV -** Safe and Drug-Free Schools and Communities Act
- Title VI -** Innovative Education Programs and Strategies
- Title I -** Capital Expense



NEW JERSEY DEPARTMENT OF EDUCATION
PO Box 500
Trenton, New Jersey 08625-0500

PTM. NO. 1501.56

<http://www.state.nj.us/education>
(Select Grants; Select Entitlement Grants)

TIMELINES

FY 2000 Title IV Data Collection.....	May 2000
FY 2001 Distribution of Preliminary IASA Allocations	May 17, 2000
FY 2001 IASA Consolidated Application	June 29, 2000
FY 2001 Title VI Data Collection.....	June 29, 2000
FY 2001 IASA Title I Capital Expense Application.....	June 29, 2000
FY 2000 Amendment Applications (final date accepted).....	June 29, 2000
FY 2000 Title II Data Collection	July 31, 2000
FY 2000 Title I Data Collection (tentative)	December 2000
FY 2000 IASA Title I Capital Expense Final Report	December 11, 2000
FY 2000 IASA Final Report/Carry-Over Application.....	December 11, 2000
FY 2001 Distribution of Final IASA Allocations	January 2001
FY 2001 Amendment Applications (final date accepted).....	June 30, 2001
FY 2001 IASA Title I Capital Expense Final Report Due.....	December 15, 2001
FY 2001 IASA Final Report/Carry-Over Application Due	December 15, 2001

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Fiscal Year 2001

**New Jersey Department of Education
Improving America's Schools Act (IASA)
LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION
Guidelines/Forms**

TABLE OF CONTENTS

I. TIMELINES.....	Inside Cover and I-1
II. WEBSITE INFORMATION	II-1
III. INTRODUCTION	III-1
A. COVERED PROGRAMS.....	III-1
B. PURPOSE	III-1
C. OVERVIEW OF PROCESS	III-1
IV. FEDERAL AND STATE PRIORITIES.....	IV-1
A. FEDERAL REGULATIONS	IV-1
B. STATE REGULATIONS	IV-1
C. EDUCATIONAL PRIORITIES	IV-1
V. STATE DISTRIBUTION OF FUNDS	V-1
A. ALLOCATIONS.....	V-1
B. PRIVATE SCHOOLS.....	V-2
VI. CONSOLIDATED APPLICATION PROCESS	VI-1
A. APPLICATION SUBMISSION	VI-1
B. APPLICATION REVIEW	VI-1
C. ALLOCATION REFUSAL	VI-1
D. APPROVALS, DISAPPROVALS AND PROCEDURES FOR APPEAL...	VI-2
VII. WAIVER PROCESS	VII-1
VIII. IASA CONSOLIDATED APPLICATION	VIII-1
A. CHECKLIST FOR APPLICATION SUBMISSION	VIII-2
B. TITLE PAGE AND TITLE PAGE WORKSHEET	VIII-3
C. ASSURANCES AND CERTIFICATION.....	VIII-8
D. PROGRAM COORDINATION	VIII-13
E. PARTICIPANTS IN APPLICATION DEVELOPMENT.....	VIII-16
F. PRINCIPLES OF EFFECTIVENESS	VIII-19
G. TITLE I ELIGIBILITY OF SCHOOLS	VIII-21

1. Rank Order	VIII-21
2. Distribution of Remaining Funds.....	VIII-21
3. Measures of Identification	VIII-22
4. Waiver for Desegregation Plans	VIII-22
5. LEA Discretion.....	VIII-22
6. Allocations	VIII-22
7. Participation of Children Enrolled in Private Schools	VIII-24
8. Title I Capital Expense	VIII-25
H. TITLE I PROGRAM DESCRIPTION & TITLES II, IV & VI-SERVICES TO PRIVATE SCHOOL STUDENTS	VIII-31
I. PROGRAM PLAN.....	VIII-35
1. Required Elements for Title I, Part A.....	VIII-36
2. Required Elements for Title I, Part D.....	VIII-38
3. Required Elements for Title II.....	VIII-39
4. Required Elements for Title IV	VIII-40
5. Required Elements for Title VI	VIII-42
J. BUDGET STATEMENT	VIII-48
1. Period of Obligation	VIII-48
2. Maintenance of Effort.....	VIII-48
3. Nonsupplanting.....	VIII-48
4. Comparability	VIII-48
5. Local Cost Sharing	VIII-50
6. Accounting Procedures	VIII-50
7. Cash Management for Grants in Excess of \$50,000	VIII-51
8. Budgetary Constraints	VIII-51
a. LEA Allocations	VIII-51
b. Indirect Costs	VIII-52
c. Pension (TPAF) and Social Security (FICA) Charges	VIII-52
d. Administrative Costs	VIII-53
e. Allowable Costs.....	VIII-53
f. Non-allowable Costs	VIII-54
9. Public Control of Funds and Property	VIII-54
K. BUDGET DETAIL	VIII-58
IX. POST-AWARD REQUIREMENTS	IX-1
A. MAINTENANCE OF RECORDS AND SUBMISSION OF REPORTS.....	IX-1
B. MONITORING	IX-1
C. DATA COLLECTION.....	IX-1
D. AMENDMENTS	IX-1
E. FINAL REPORT/ CARRY-OVER APPLICATION	IX-6
X. APPENDICES	
A. Stevens Amendment	X-1
B. Abbreviations and Definitions	X-2

C. Summary of Authorized Activities	Title I	X-6
	Title II	X-8
	Title IV	X-10
	Title VI	X-12
D. Title I Programs: Schoolwide Programs and List of Federal Programs that Can Be Combined, Targeted Assistance Programs, and Public School Choice		X-13
E. LEA Allocation Refusal Form		X-21
F. Sample Private School Participation Letter		X-22
G. Private School Participation Refusal		X-23
H. Sample Private School Survey Letter and Survey (Title I only)		X-24
I. Title II Waiver Request		X-26
J. FY 2001 IASA Consolidated Application		X-27
K. FY 2001 Title I Capital Expense Application		X-28
L. Indirect Costs		X-29
M. FY 2001 Amendment Application.....		X-31
N. FY 2001 Final Report/Carry-Over Application.....		X-32
O. FY 2001 Title I Capital Expense Final Report		X-33
P. Examples of GAAP Budget Categories		X-34
Q. Resources for Further Information		X-38

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II. WEBSITE INFORMATION

<http://www.state.nj.us/education>

(Select *Grants*; Select *Entitlement Grants*)

The Grants Management and Development Website offers the following IASA information:

- IASA Guidelines
- Application Forms (Microsoft Word and Excel formats)
- Amendment Forms
- Final Report/Carry-Over Application Forms
- Frequently Asked Questions
- GAAP Codes
- NJDOE Telephone Directory

III. INTRODUCTION

A. COVERED PROGRAMS

This consolidated application is to be used by Local Education Agencies (LEAs) to apply for federal funding. New Jersey's charter schools are considered LEAs for the purposes of federal funding. LEAs may apply for the following programs under the Improving America's School Act of 1994 (IASA):

- Title I, Part A: Helping Disadvantaged Children Meet High Standards
- Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk of Dropping Out
- Title II, Part B: Dwight D. Eisenhower Professional Development Program
- Title IV: Safe and Drug-Free Schools and Communities Act
- Title VI: Innovative Education Programs and Strategies

B. PURPOSE

The purpose of the consolidated application process, as designed in 1997, was to encourage LEAs to:

- reexamine the effectiveness of current programs and use of funds;
- convert a program-specific application process into a process that promotes thinking about how the programs collectively fit together;
- coordinate funding from local, state and federal resources; and
- focus the programs on supporting the *Strategic Plan for Systemic Improvement of Education in New Jersey*.

These Guidelines describe policies and establish procedures for the use of funds awarded under each of the covered programs. They explain the process for requesting, controlling and reporting the use of funds. *Although these Guidelines do not include all of the regulatory requirements to which the subgrantee must adhere, it is the responsibility of the applicant to comply with all provisions of the regulations for each individual program which are included in the IASA law.* Under the supervision of the New Jersey Department of Education (NJDOE), the provisions of these Guidelines apply to all LEAs that participate and receive funding.

C. OVERVIEW OF PROCESS

The FY 2001 application, which is due on **June 29, 2000**, initiates the fifth year of the IASA consolidated application. In year one, applicants were required to coordinate programs and align objectives and activities under four primary goals supporting the *Strategic Plan*. The FY 1998 application continued to support these goals and required that applicants conduct a comprehensive needs assessment to determine their status in relation to the goals and develop a three-year plan describing how the LEAs use funds from each of these programs in a consolidated effort to meet the goals. The FY 1999 application was a continuation of the approved LEA three-year program plan and provided the opportunity for LEAs to assess its

progress toward meeting its objectives. The FY 2000 application was expected to be the final year of the three-year program plan. Since the US Congress has not yet reauthorized IASA, this subgrant is being extended for the 2001 fiscal year. **The LEA is required to update the program plan that will continue to be in effect in this continuance year of the IASA law.** During FY 2001, the LEA needs to determine if coordination of programs and achievement of goals and objectives have occurred. The activities and benchmarks need to be continued or updated accordingly.

LEAs applying for funds in any of the covered programs for the first time must conduct a needs assessment and prepare a program plan. All other pages of the application must also be completed. See "Checklist for Application Submission," Section VIII-2. Further information regarding the application process is included in Section VI of these Guidelines.

IV. FEDERAL AND STATE PRIORITIES

The parameters within these Guidelines were established under the authority of the following laws and regulations:

A. FEDERAL REGULATIONS

- Elementary and Secondary Education Act of 1965 (20 *U.S.C.* 2701 *et seq.*) as amended by the Improving America's School Act, Public Law of 1994, 103-382
- Education Department General Administrative Regulations – September 1999 (EDGAR) (34 CFR Parts 76, 77, 79, 80, 81, 82, 85, 86, 97, 98, 99)
- Department of Defense Appropriations Act, Stevens Amendment (§8136 of *P.L.* 100-463)
- General Education Provisions Act (GEPA) (20 *U.S.C.* 1221 *et seq.*)

B. STATE REGULATIONS

- *N.J.A.C.* 19A provides requirements for *Urban Education Reforms in the Abbott Districts*.
- *N.J.A.C.* 6:39 mandates required statewide assessment and evaluation.
- *N.J.S.A.* 18A:40A *et seq.*, *N.J.A.C.* 6:29-6 *et seq.*, and *N.J.A.C.* 6:29-10 *et seq.* provide standards for alcohol, tobacco, and other drug activities.
- *N.J.A.C.* 6:26 provides standards for intervention and referral services for general education pupils.
- *N.J.A.C.* 6:8-2 and 6:8-3 specifies the procedures for the evaluation of the performance of LEAs.
- New Jersey Chapters 127 and 128 provide regulatory requirements for possession of firearms and assaults with weapons.

C. EDUCATIONAL PRIORITIES

The NJDOE fully supports the principle on which the federal Goals 2000: Educate America Act is predicated, that all elements of the education system should support the achievement of challenging academic standards by all students. In its 1994 resolution calling for the creation of a plan for systemic education improvement, the State Board of Education established as its priority the pursuit of "high academic standards in a safe learning environment." The educational priorities needed to achieve the reform of education were formulated into the *Strategic Plan for Systemic Improvement of Education in New Jersey (1994)*. The basic tenets of the plan are as follows:

- the requirement of high standards for all students in a safe school environment;
- state assessments to ensure accountability;
- a system of rewards and sanctions designed to direct resources into services directly related to helping students achieve the standards;
- professional development policies to assist educators in helping all students achieve the standards;
- public engagement in all aspects of educational reform and student progress;

- regulatory flexibility designed to give relief to Local Education Agencies from prescriptive rules; and
- appropriate use of technology to facilitate educational and managerial improvements.

The NJDOE supports LEAs in developing the capacity to undertake and sustain improvement initiatives within the framework of the National Education Goals and the *Strategic Plan*.

One strategy to assist LEAs in undertaking improvement initiatives is the consolidation of federal education funds for programs, as permitted by Section §14302 of the IASA. The NJDOE consolidated state plan was submitted and approved by the United States Department of Education (USDOE) for the following programs:

- Title I, Parts A (Basic Grant), B (Even Start), C (Migrant Education) and D (Neglected, Delinquent or At-Risk Children)
- Title II, Part B (Eisenhower Professional Development Program)
- Title IV (Safe and Drug-Free Schools and Communities Act)
- Title VI (Innovative Program Strategies)
- Goals 2000: Educate America Act
- Subtitle B of Title VII of the Stewart B. McKinney Homeless Assistance Act

The purpose of the consolidated state plan is to facilitate the achievement of the goals in the *Strategic Plan* by integrating programs under IASA to achieve comprehensive school reform and promote the achievement of high standards for students. The consolidation of these federal programs is designed to develop a comprehensive school program supported through a unified planning process. Major objectives of the consolidation include a focus on improved teaching and learning through a comprehensive approach rather than individual program administration, increased flexibility, improved cross-program coordination, integration of services and an emphasis on improving schools to benefit all children. The goals of the consolidated state plan are as follows:

- Create the opportunity for all students to meet high-quality academic standards.
- Improve the quality of instruction through professional development that will help students meet challenging academic standards.
- Establish a learning environment conducive to academic achievement by coordinating and/or providing necessary student services.
- Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

The opportunity to consolidate federal program funds is also extended to LEAs. LEAs now apply for Title I, Parts A and D; Title II, Part B; Title IV and Title VI formula program funds using the IASA Consolidated Application. These funds will continue to be distributed to eligible LEAs on the basis of formulas consistent with the requirements of each individual program. The Consolidated Application encourages program coordination and collaboration, shared decision-making, and comprehensive planning to advance local systemic improvement. The distribution of formula funds in this manner will decrease administrative requirements, thereby supporting one of the NJDOE's overarching goals to redirect resources to instruction.

Whole School Reform in the Abbott Districts

In May 1998, the New Jersey Supreme Court ordered Abbott School Districts, the 28 litigants in *Abbott vs. Burke*, to implement Whole School Reform (WSR). Two districts have since been added to the original 28 for a total of 30 Abbott districts. All elementary schools in Abbott districts will be required to implement a WSR model for the purpose of improving student ability to achieve the Core Curriculum Content Standards. WSR will also help to ensure a thorough and efficient education for children in the Abbott districts. The first cohort of 72 schools and the second cohort of 100 schools started to implement WSR in FY 1998-1999 and FY 1999-2000. In September 2000, the remaining Abbott district schools will implement a WSR model.

The concentration of all available resources to support a single strategy called zero-based budgeting is an essential part of a WSR model. Zero-based budgeting is not just a matter of fiscal efficiency. Instead, it is educationally necessary that schools be provided with all the support required to implement WSR.

Abbott schools implementing a WSR model are required to include all federal, state and local resources in its school-based budget. In order to combine federal funds, a school must be an approved Title I-Schoolwide Program. This approval permits schools to combine federal funds as long as the intent and purpose of the federal programs are met. A Title I-Schoolwide Program designation allows a school to use funds from Title I and other federal programs. To assist WSR schools with combining their federal funds and having access to the flexibility afforded by designation as a Title I-Schoolwide Program, information is provided in these Guidelines in Section VIII – 38 and in Appendix D. *The Guide for Implementing Urban Education Reform in Abbott Districts* contains comprehensive information on WSR.

Creating a Safe Learning Environment

The seventh National Education Goal provides that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." The Safe and Drug-Free Schools and Communities Act of 1994 (Title IV) sets forth the activities eligible for funding under Title IV, which reflect the priorities of the federal government in the prevention of violence and alcohol, tobacco, and other drug use (ATOD). New Jersey's initiatives to reduce alcohol, tobacco, and other drug abuse are contained in *The Governor's Blueprint for a Drug-Free New Jersey*. Local plans should be consistent with the current master plan of the Governor's Council on Alcoholism and Drug Abuse and with the Governor's Drug Enforcement Education and Awareness Program (October, 1996). Direction is also provided in the New Jersey Administrative Code (*N.J.A.C.* 6:29-6 and *N.J.A.C.* 6:29-10) and the New Jersey Statutes Annotated (*N.J.S.A.* 18A:40A-1-21). New Jersey's initiatives to reduce school violence and promote school safety are contained in the NJDOE's *Safe Schools Initiative: Creating a Safe, Disciplined School Environment Conducive to Learning*. All activities requested for funding under Title IV should be consistent with Title IV, the Governor's blueprint, the Safe Schools Initiative, New Jersey laws and regulations, and The Principles of Effectiveness (VIII – 20).

Pursuant to IASA §4112(b)(1), NJDOE's IASA Consolidated State Plan submitted to the USDOE includes a number of measurable goals and objectives for the use of **Title IV** funds. Under the plan, the state is responsible for achieving the following outcomes identified in the NJDOE's goals and objectives, which should guide the development of local program plans:

NJDOE Substance Abuse Outcomes

By the year 2001:

1. Reduce the 30-day use rates of cigarettes, alcohol and marijuana at grades ten and twelve.
2. Delay the age of onset of use of cigarettes, alcohol and marijuana.
3. Decrease by 20 percent the incidents of substance abuse on school property or at school events.
4. Implement and test instructional outcomes based on the curriculum framework for Standards 2.2 and 2.3 of the Core Curriculum Content Standards.
5. Adopt all of the following comprehensive ATOD prevention strategies (described on VIII- 41): education; problem identification, support and treatment referral; environment; alternatives; school/community process; and information dissemination.

NJDOE Violence Outcomes

By the year 2001:

1. Reduce by 20 percent the incidents of violence on school property or at school events.
2. Decrease by 20 percent the incidents of weapons possession on school property or at school events.
3. Adopt comprehensive programs for sudden violent loss events, including prevention, intervention and postvention programs or services.

V. STATE DISTRIBUTION OF FUNDS

A. ALLOCATIONS

Notification of the preliminary allocation amounts will be forwarded to the eligible LEAs in the Spring of 2000. Final allocation notices will be distributed to LEAs in January, 2001. LEAs and private nonprofit schools are eligible for funds. Special education private schools are not eligible. Instead, the LEA that pays the tuition costs receives the funds on behalf of these special education students. The NJDOE will distribute grant awards to each eligible LEA that submits an approvable Consolidated Application. Allocations will be calculated separately for each of the "covered programs" as follows:

Title I, Part A -

Basic and Concentration funds are allocated by the federal government using U.S. Census Bureau data (IASA§1124 & 1125). The allocations reflect numbers of formula children using 1995 poverty estimates.

Neglected funds are allocated to LEAs where neglected institutions are located for prevention or intervention programs for children and youth who are neglected or at risk of dropping out of school. (IASA §1124)

Title I, Part D - Funds are allocated to LEAs where delinquent institutions are located for prevention or intervention programs for children and youth who are delinquent or at risk of dropping out of school. (IASA §1422)

Title II - Of the funds designated for distribution to LEAs, 50 percent is distributed based on relative enrollment in public and private nonprofit schools within the boundaries of the LEA and 50 percent is based on the relative amount the LEA receives under Title I, Part A. (IASA §2203)

Title IV - Of the amount designated for distribution to LEAs, 70 percent is distributed based on the relative enrollment in public and private nonprofit schools within the boundaries of the LEA and 30 percent is based on those LEAs with the greatest need. Greatest need LEAs are determined by a formula based on the appropriate weighting of the school, district and community factors associated with violence and substance use. Greatest need funds are distributed to not more than 10 percent of the LEAs based on the computation of the formula. (IASA §4113)

Title VI - Of the amount designated for distribution to LEAs, 70 percent is distributed to LEAs based on the relative enrollment in public and private nonprofit schools within the boundaries of the LEA. Thirty percent is distributed to LEAs with a percentage of low-income students exceeding the statewide average. (IASA §6102)

B. PRIVATE SCHOOLS

The statutory requirements pertaining to private schools are addressed in IASA §1120 (Title I), §6402 (Title VI) and in IASA (Title XIV - General Provisions) §14503 (Part A of Title I, Titles II, IV and VI) and EDGAR, 34 CFR Parts 76.650-662. Nonprofit private schools are eligible to participate in these programs if the LEA in which the private school is located is eligible and has submitted an approvable application and if the private school has completed a Nonpublic Enrollment Form. The LEA is responsible for applying for federal funds through the IASA application, the private school is responsible for submitting the Nonpublic Enrollment Form on which the allocation information is based. Questions regarding the Nonpublic Enrollment Form should be directed to the Office of Nonpublic School Services (609-984-7814).

If a LEA chooses not to participate in the program, the law does not provide a vehicle for affording services to teachers and children in private schools located in the LEA. Further, the program statute does not authorize the NJDOE to reallocate funds to another LEA for purposes of allowing participation of teachers and children at private schools located in a nonparticipating LEA.

LEAs are required to consult with private schools regarding the development of the application and to provide equitable services to teachers and children in private schools choosing to participate in these programs. The services or benefits provided are under the control and supervision of the LEA and must be secular, neutral and non-ideological. The LEA application should incorporate services provided to private schools in all aspects of the application, including the program plan and budget. The private schools have a responsibility to actively participate in the development of the program plan, its objectives, activities and evaluation methods. Section VIII – 36-42 of these guidelines has more specific information regarding the elements to utilize in the development of the program plan. Consultation with private schools and the LEAs must occur prior to the approval of the application by the LEA's board of education.

The private schools are also responsible for providing input to the LEA in the development of the budget for the funds allocated to benefit the private school students. These funds may only be spent on allowable activities for each Title. At the end of the project period, private schools that are allocated funds must report the status of the objectives to the LEA that will include this information in the Final Report. At the end of the grant period, any unexpended funds that were designated for services to the private schools may be utilized by the specific private school only in the following fiscal year. (See Section IX – 6, Post Award Requirements/Final Report)

Charter Schools are exempt from the private school consultation requirement, because the public school will address the students that reside in the jurisdiction.

Private School Policies: The following policies have been established regarding changes in private school status:

- **For private schools which move from one LEA to another LEA:** Upon written request of the private school to the Office of Nonpublic School Services, allocations generated by the private school pupils will be transferred to the new LEA. Transfers of allocations will not be made after August 31 (the beginning of the school year in which the program is being implemented).

- **For private schools that have closed:** Private schools should notify the LEA providing services and the NJDOE, Office of Nonpublic School Services prior to closing. LEAs will not receive allocations for private schools that have closed within their geographic boundaries. LEAs desiring to receive funds for students transferring to private schools within their jurisdiction from private schools that have closed will be considered on an individual basis, depending on availability of funds. LEAs must make a formal request in writing and provide supporting documentation to the Office of Nonpublic School Services.
- **For private schools not listed on the LEA allocation notice:** Funds generated by pupils attending private schools not listed on the LEA allocation notice will be allocated to LEAs only if the private school submits a Nonpublic Enrollment Form, including a tax identification number. This form must be completed in accordance with the procedures and timelines of the Office of Nonpublic School Services.

Title I only

Eligible LEAs receiving Title I funds are responsible for providing services to all eligible private school students residing in the eligible school attendance area. Title I funds for private school children are included in the total allocation to LEAs. The LEA determines the amount of funding for private school children based on the number of poverty private school children who reside in eligible public school attendance areas. Refer to Section VIII, G. for specific information regarding eligibility of private school children, poverty criteria, consultation requirements, equitable services, and capital expenses.

Special Rule

If an LEA chooses not to serve an eligible school attendance area, the number of children attending private elementary and secondary schools who are to receive services, and the assistance such children are to receive under Title I, Part A, must be determined without regard to whether the public school attendance area in which the children reside received Title I funds.

Titles II, IV, and VI only

For Titles II, IV, and VI, an allocation amount based on enrollment is calculated for each eligible private school located within the geographic boundaries of the LEA. This amount is included on the allocation notice mailed to each LEA.

Frequently Asked Questions

Q. Can an LEA use unexpended private school funds at the end of the project period?

A. No. The LEA must consult with the private school during the entire process. If there are unexpended private school funds, after consultation, the LEA may request to carry over funds for the use of the private school or refund these funds.

Q. Under what circumstances would a private school not be listed on an LEA's allocation notice?

A. The private school did not submit a Nonpublic Enrollment Form or, if a form has been submitted, the private school is listed as “for profit.”

VI. CONSOLIDATED APPLICATION PROCESS

A. APPLICATION SUBMISSION

No later than **June 29, 2000**, each LEA must submit a consolidated application or an LEA Allocation Refusal (Appendix E) to both the appropriate county office of education and to the:

New Jersey Department of Education
Office of Grants Management and Development
PO Box 500
Trenton, New Jersey 08625-0500
Attention: IASA Consolidated Application

Late submissions of the consolidated application will delay the effective starting date of the program, the application approval and payments (See Period of Obligation, VIII – 48). IASA Applications that are submitted late and are received after October 16, 2000 will not be considered for FY 2001 funding.

B. APPLICATION REVIEW

The NJDOE will review applications, request revisions, return incomplete or incorrect applications, determine approval or disapproval of requests, notify appropriate agencies, and process approved applications for payment to LEAs to ensure that:

- services and activities described are authorized to be supported using the funds indicated;
- expenditures support the programs described;
- services are coordinated;
- instructional strategies enable achievement of high standards in safe learning environments (e.g., extended learning time, minimizing pull-out, Saturday classes, family literacy, summer school, and year-round services);
- the budget complies with all constraints and all costs are allowable;
- the application is complete, including signatures, assurances, private school participation; and
- LEAs are notified of final awards.

Incomplete applications are subject to revision, return and/or disapproval. Once an application is approved, the NJDOE will begin the payment process to LEAs.

C. ALLOCATION REFUSAL

An LEA or private school may choose not to apply for its allocation under one or more of the titled programs by completing the appropriate refusal form. The LEA must submit the LEA Allocation Refusal (Appendix E) to the NJDOE no later than **June 29, 2000**. If a private school chooses not to participate, a copy of the Private School Participation Refusal (Appendix G) must be submitted with the LEA's Consolidated Application. **EXCEPTION:** If a private school is refusing Title I services only, documentation should be maintained in the district.

D. APPROVALS, DISAPPROVALS, AND PROCEDURES FOR APPEAL

The NJDOE approves requests that meet the statutory requirements. Upon approval, the NJDOE sends the LEA a Notification of Award and a Grant Acceptance Certificate (GAC). *After receipt of these documents*, the LEA must obtain board approval for acceptance of the funds and return the GAC to the Office of Grants Management and Development. The NJDOE then issues payments to the LEA after receiving the completed, board-approved GAC.

The NJDOE may disapprove requests failing to meet any statutory requirements, but in all such cases, the NJDOE will give reasonable written notice to the applicant and provide an opportunity for an appeal to the applicant before disapproving a request for funds.

VII. WAIVER PROCESS

In accordance with IASA §14401, the United States Secretary of Education is authorized to waive certain federal requirements if they impede school improvement efforts. Federal waivers and waiver extensions may be requested by the State Education Agency (SEA) on behalf of an LEA or school, or by an LEA on its own behalf after the NJDOE has had an opportunity to review and comment on the waiver request. The following requirements may not be waived under the general waiver authorities:

- allocation or distribution of funds to states, LEAs or other recipients;
- maintenance of effort;
- comparability of services;
- use of federal funds to supplement, not supplant, nonfederal funds;
- equitable participation of private school students and teachers;
- parental participation and involvement;
- civil rights and health and safety requirements;
- Title X, Part C charter schools requirements; and
- prohibitions regarding state aid or use of funds for religious worship or instruction.

All other statutory or regulatory requirements of the IASA may be waived based on a compelling request by a waiver applicant. Documentation of the process for development of the waiver request (e.g., school-based team decisions) would contribute to a compelling waiver request. The following specific requirements must be satisfied in a federal waiver application:

- Identification of the federal programs affected.
- Description of the requirements to be waived and how waivers would increase quality of instruction or improve academic performance.
- If applicable, description of which similar state and local requirements would be waived, and how waivers would help achieve stated objectives.
- Description of specific, measurable educational improvement goals and expected outcomes for all affected students.
- Description of how schools would continue to provide assistance to the same populations served by programs for which waivers are requested.
- Description of methods to be used to measure progress in meeting goals and outcomes.
- For LEAs or schools seeking waivers, assurance that the SEA had an opportunity to review the request, and submission of any SEA comments. Also, an assurance that the public was provided an opportunity to comment on the request.

In accordance with the August 11, 1998 *Federal Register* and the "US Department of Education Waiver Guidance of August 1996" (as updated in August 1997), all requests for waivers scheduled for implementation in the beginning of the 2000-2001 school year must be submitted to the USDOE no later than April 1, 2000. To meet this federal deadline, LEAs must submit all federal waiver requests to the NJDOE and their county office of education for comment by February 1, 2000. Although LEAs may submit requests at a later date, implementation of the

waiver may not begin until approval is received. Thus, LEAs are strongly encouraged to engage in the process of deciding what waivers to seek early in the planning process. During the period of time new waiver requests are under review, a waiver applicant must continue to comply with the requirement that is the subject of the waiver request. LEAs considering requesting federal waivers may contact the USDOE waiver assistance line at (202) 401-7801. Information is also available at <http://www.ed.gov/flexibility>.

All federal waiver requests by an LEA must be submitted to its county office of education and to the responsible program office at the NJDOE for review and comment: • Title I - Office of Specialized Populations, • Title II - Office of Standards and Professional Development, • Title IV - Office of Educational Support Services and Interagency Initiatives and • Title VI - Office of Grants Management and Development.

Although the NJDOE does not have the authority to grant approval of waivers for federal statutes or regulations, the NJDOE is required to review all requests. The review will determine if the request is appropriately addressed by waiving federal requirements, determine if there is a comparable state statute that cannot be waived, and ensure consistency with the *Strategic Plan*. The NJDOE will respond to federal waiver requests of LEAs within a 45-day period. The LEA, in turn, will submit the waiver request with the NJDOE's comments to:

Assistant Secretary for Elementary and Secondary Education
United States Department of Education
Attention: Waiver Staff
400 Maryland Avenue SW
Washington, DC 20202

The NJDOE will continue to allow more regulatory flexibility by granting waivers to specific requirements of the rules contained in the *New Jersey Administrative Code*, Title 6, under the authority of *N.J.A.C. 6:3A*. A federal waiver request approval does not permit the LEA to disregard state administrative code. A state waiver must be requested separately. State waivers may be granted on a case-by-case basis when the intent of the law or regulation is served, the provision of a thorough and efficient education is not jeopardized and there is no adverse impact on the health, safety, or civil rights of students. Although the state waiver process is separate, a description of the state requirement to be waived, along with the state waiver application, should be included in any waiver application for a similar federal requirement.

VIII. IASA CONSOLIDATED APPLICATION

This section is a guide to completing the application. Each form of the application is preceded by important information pertaining to the form and directions for completion. A complete copy of the application is located in Appendix J of these Guidelines and is also available on the NJDOE website (<http://www.state.nj.us/education>, select *Grants*, select *Entitlement Grants*).

In order to complete the application, LEA staff responsible for the covered programs will need to do the following:

- collaborate to develop a single application that aligns the existing programs with the *Strategic Plan* that helps students meet the challenging content standards;
- be knowledgeable about the purposes and the constraints on the uses of the funds made available under the covered programs;
- review, revise and update the approved program plan to ensure appropriateness of the objectives, benchmarks and activities to be funded;
- obtain input from private nonprofit schools, parents, teachers, community members, advisory councils and others, as required;
- meet with school business administrators to verify the accurate completion of the budget; and
- attend training sessions.

Descriptions of services and benefits provided to participating **private school students and teachers** must be incorporated into the annual IASA application.

Note: The approved program plan developed for the FY 1998 application covered the three year period from September 1, 1997 through August 31, 2000. Since the three-year plan has expired and IASA has not been reauthorized, a new one-year application is needed. The new application will cover the project period from September 1, 2000 to August 31, 2001.

All the necessary forms for completion of the IASA Consolidated Application are located in Appendix J.



A. CHECKLIST FOR APPLICATION SUBMISSION

FOR ALL APPLICANTS

- _____ Title Page
- _____ Title Page Funds Requested Worksheet, **if applicable*
- _____ LEA Refusal (Appendix E) and/or Private School Refusal Form (Appendix G),
if applicable
- _____ Assurances and Certification
- _____ Program Coordination Description
- _____ Program Coordination Checklist
- _____ Participants in Application Development
- _____ Title I Program Description & Titles II, IV & VI-Services for Private School Students
- _____ Program Plan
- _____ Budget Statement
- _____ Budget Detail
- _____ Budget Detail - Administrative Costs, **if applicable*

FOR TITLE I APPLICANTS ONLY

- _____ Eligibility of Schools
- _____ Eligibility Page: Checklist and Points to Remember (*optional*)
- _____ Schoolwide Program Plan(s), **if applicable*

FOR TITLE II APPLICANTS ONLY

- _____ Title II Waiver Request, if applicable (Appendix I)

FOR TITLE IV APPLICANTS ONLY

- _____ Annual Objective Analysis of ATOD and Violence Problems

FOR CONSORTIUM APPLICANTS ONLY

- _____ Title Page Summary

For each participant in the consortium (including the consortium applicant):

- _____ Title Page
- _____ Title Page Funds Requested Worksheet, **if applicable*
- _____ Assurances and Certification

FOR TITLE I CAPITAL EXPENSE APPLICANTS

- _____ Capital Expense Application (Appendix K)

B. TITLE PAGE

The Title Page provides all information necessary to identify the applicant, record the date of board approval for submission of the application, and verify the amount of funds requested in the application. This page is used by consortium participants to record the amount of funds contributed to a consortium. This page is also used by the consortium applicant to summarize all the funds requested.

Applicants not requesting the total amount allocated to the LEA (e.g., private school refusing funds, LEA contributing funds to consortium) must also complete the Title Page Funds Requested Worksheet.

Consortium Applications

If LEAs choose to work together to provide services, they may do so by applying as a consortium. The NJDOE will pay the aggregate of funds allocated by participating agencies to the LEA that will act as the applicant agency. The applicant is responsible for the use of all funds awarded and must submit all required records and reports (e.g., Final Report) on behalf of the consortium participants. The applicant is responsible for coordinating services for its private schools and those of the participating agencies.

Consortiums are established based on the following criteria:

- Participants may contribute funds from one or more of the Titles to a consortium, and may contribute funds to more than one consortium;
- Participants must contribute the total award (including private school *allocations*) under each Title to the consortium;
- LEAs receiving a **Title II** allocation of less than \$10,000 are required to contribute Title II funds to a consortium *unless* a Title II Waiver Request is submitted with the application (see Appendix I). A waiver request is necessary for all applicants, including consortium applicants, applying for an aggregate amount of less than \$10,000.

Note: All nonoperating LEAs that receive an allocation for any of the titled programs must join a consortium.

Consortium applicants must submit all of the following:

- the Title Page for each participant (including the consortium applicant);
- signed assurances page for each participant (including the consortium applicant);
- a Title Page summary; and
- separate Title I Eligibility pages for each LEA if Title I funds are being contributed.

Title I Local Neglected or Delinquent (N or D) Funds

The purpose of N or D funds is to provide equitable Title I services to children who are neglected or delinquent and who are at risk of dropping out of school. The IASA allocation notice designates separate allocations for the three types of Title I funds: 1) Basic/Concentration, 2) Neglected and 3) Delinquent. FY 2001 Title I Neglected or Delinquent funds are allocated to each LEA where an institution for neglected or delinquent children is located. An LEA that is eligible to receive N or D funds may provide the Title I services directly to institutions for neglected and delinquent children, subcontract the services, or have the services provided by another LEA (including special services school districts and educational services commissions) through a consortium.

DIRECTIONS FOR COMPLETING THE TITLE PAGE

- Check the appropriate box to indicate if the application is for the district's allocations only (INDIVIDUAL LEA APPLICANT), as the applicant district for a consortium (CONSORTIUM APPLICANT), or participating as a member of a consortium (PARTICIPANT CONSORTIUM).
- Enter the LEA's four-digit district code in the PROJECT CODE/LEA CODE for the appropriate box.

INDIVIDUAL APPLICANTS

- 1-6. Complete all identifying information.
7. The project period for the funds requested in this application is the 12-month period from 9/1/2000 to 8/31/2001.
8. Enter the date of board approval for submission of this application. **A board resolution is required if the application is submitted prior to board approval.**
- 9a. Public School Funds: Enter the public school amount being requested or contributed for each Title.
- 9b. Private School Funds: Enter the total private school amount being requested or contributed for each Title, except for Title I.
- 9c. Amount Contributed to Consortium: N/A
- 9d. Total Funds Requested: Enter the total amount of funds being requested by the LEA (9a+9b=9d).
10. Total each column.

NOTE: If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.

CONSORTIUM APPLICANTS

All Participating LEAs in the consortium (including the consortium applicant) must complete a "participant in consortium" Title Page to be submitted by the consortium applicant. Consortium applicants must contribute all of their own funds to the consortium unless all funds for a particular Title(s) are being contributed to another consortium(s).

- Complete items 1, 2, 2a, 5, 6. Enter the date of board approval to contribute allocation(s) to the consortium (item 8). **A board resolution is required if the application is submitted prior to board approval.**
- Complete items 9a, 9b and 9c for the funds from each Title contributed to the consortium.
- Enter 0 in item 9d or leave blank.
- Send the completed Title Page, Title Page Worksheet and signed assurances to the consortium applicant.

The Applicant LEA must complete a summary Title Page **summarizing** all funds requested for the consortium.

- Complete items 1-6. Enter the Board Approval date for the submission of the consortium application (item 8). **A board resolution is required if the application is submitted prior to board approval.**
- Summarize the totals of the Title Pages from all participating LEAs (including the applicant):
 - Public School Funds: Total the amount requested for public schools for each LEA.
 - Private School Funds: Total the amount requested for private schools for each LEA.
 - Amount Contributed to Consortium: Enter 0 or leave blank.
 - Total Funds Requested: Total amount of funds being applied for in the consortium application.
- Total each column.

NOTE: If total public and private school allocation is not being requested, complete the Title Page Funds Requested Worksheet.



Fiscal Year 2001

New Jersey Department of Education
Improving America's Schools Act (IASA)
LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Submit this
 application to
 County office
 and OGMD

Title Page

<input type="checkbox"/> INDIVIDUAL LEA APPLICANT PROJECT CODE: IASA ____ -01	<input type="checkbox"/> CONSORTIUM APPLICANT PROJECT CODE: IASA ____ -01C	<input type="checkbox"/> PARTICIPANT IN CONSORTIUM LEA CODE: ____ -01
--	---	--

1. LEA:			
2. Chief School Administrator:		2a. Tel. #:	FAX #:
3. Project Director:		3a. Tel. #:	FAX #:
		Email:	
4. Summer Contact:		4a. Tel. #:	FAX #:
5. Address:		6. County Name:	
		County Code:	
7. Project Duration: 9/1/2000-8/31/2001		8. Board Approval Date for application submission:	

9. For each program, enter the amount of funds **requested** in each category (9a+9b=9c **OR** 9a+9b=9d) .

PROGRAM	PUBLIC SCHOOL FUNDS 9a	PRIVATE SCHOOL FUNDS 9b	AMOUNT CONTRIBUTED TO CONSORTIUM 9c	TOTAL FUNDS REQUESTED 9d
TITLE I - PART A BASIC/CONCENTRATION/ SUPPLEMENTAL	\$		\$	\$
TITLE I - PART A NEGLECTED	\$		\$	\$
TITLE I - PART D DELINQUENT	\$		\$	\$
TITLE I -SUBTOTAL	\$		\$	\$
TITLE II - PART B	\$	\$	\$	\$
TITLE IV	\$	\$	\$	\$
TITLE VI	\$	\$	\$	\$
10. TOTAL	\$	\$	\$	\$

DIRECTIONS FOR COMPLETING THE TITLE PAGE FUNDS REQUESTED WORKSHEET

Applicants must complete this form for the following reasons:

- the LEA is refusing funds allocated under any of the Titles;
- one or more private schools are refusing funds allocated under Titles II, IV, VI;
- the LEA is contributing funds to a consortium.

In the spaces provided, indicate the amount of funds applicable to each category. Complete information for each Title if the total allocation is not requested for that Title or if funds are being contributed to a consortium.

- A. Enter amount of total allocation indicated on the allocation notice, including public and private schools.
- B. If applicable, enter the amount of LEA funds being refused. Attach the LEA Allocation Refusal (Appendix E) approved by the board of education and signed by the Chief School Administrator and Board Secretary.
- C. If applicable, list the name of each private school listed on the allocation notice refusing funds. This category does not apply to Title I funds. Indicate the amount of funds being refused under each Title. Attach the Private School Participation Refusal (Appendix G) for each private school listed.
- D. If applicable, list the applicant district where funds are being contributed. Indicate the amount of funds being contributed.
- E. Add the amounts indicated in items B, C, and D.
- F. Subtract amount indicated in item E from the allocation indicated in item A. Total Funds Requested must equal the amount indicated in column 9d on the Title Page.

Complete the Consortium Agreement: Enter the applicant(s) LEA name and the signature of the chief school administrator. Enter all applicant LEAs if the LEA is participating in more than one consortium.

Frequently Asked Question(s)

- Q. After this page is completed, why doesn't it match the summary page of the consortium applicant?**
- A.** The worksheet should reflect the funds of the participant LEA, not the funds of the applicant.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Title Page Funds Requested Worksheet

Complete this form for the following reasons:

- the LEA is refusing funds allocated under any of the Titles;
- one or more private schools are refusing funds allocated under Titles II, IV, VI;
- the LEA is contributing funds to a consortium.

LEA: _____ County: _____ Project Code: LEA - ____ - 01

	Title I (\$)	Title II (\$)	Title IV (\$)	Title VI (\$)
A. Total Allocation (public + private)				
B. LEA Funds Refused [Attach Refusal Form (Appendix E)]				
C. Private School Funds Refused [Attach Refusal Forms (Appendix G) and list names of all schools refusing funds]				
D. Amounts Contributed to Consortium (List name of each LEA to which funds are contributed)				
E. SUBTOTAL (B + C + D)				
F. TOTAL FUNDS REQUESTED (A - E= F, must equal 9d on participant title page)				
COMPLETE ONLY IF PARTICIPATING IN CONSORTIUM				
Consortium Agreement: _____ has been designated as the applicant agency for this project. As a participating agency, I have agreed to the implementation of activities, utilization of funds, sharing of costs, and final disposition of equipment purchased with the funds as set forth in this application.				
Chief School Administrator Signature: _____			Date: _____	

C. ASSURANCES AND CERTIFICATION

The Assurances and Certification pages of the application include a list of assurances that reflect both common and specific requirements of the titled programs. In signing the assurances, the Chief School Administrator (CSA) is assuring the NJDOE and the federal government that the requirements are understood and will be adhered to with regard to the use of funds. Also, the CSA is assuring that records will be maintained to demonstrate compliance with each requirement.

Assurances are required as a prerequisite for receiving IASA funds, along with a certification that the information is correct and that the CSA is authorized to file the application and sign the assurances. The Assurances and Certification pages must be signed by the CSA, unless a written notification has been filed with the NJDOE delegating the authority for signing to another LEA official.

Consortium applications must include signed assurances pages from the CSA of each participant LEA in the consortium.

Additional Information

Comparability (Title I – Assurance #25 & #26) - For more information regarding the Title I comparability requirement, see Section VIII – 48-50.

Gun Possession (Assurance #16 & #17)

Two of the assurances which are conditions for receiving funds under the IASA refer to compliance with the provisions of the Gun-Free Schools Act (GFSA) of 1994 (IASA §14601). Pursuant to this act, each state receiving federal funds under the IASA is required to have in effect a state law requiring LEAs to remove^{*} from school, for a period of not less than *one year*, a student who is determined to have brought a weapon^{**} to school, subject to a case-by-case exception by the chief school administrator. Each LEA requesting funds under the IASA must provide an assurance that it is in compliance with the state law. Chapter 127 of 1995, the Zero Tolerance for Guns Act, was signed into law in New Jersey to conform with the requirements of the GFSA. Each applicant must certify that the LEA is in compliance with Chapter 127.

Private schools are not subject to the provisions of the GFSA. Private school students who participate in LEA programs or activities, however, are subject to the one-year removal requirement to the extent that such students are under the supervision and control of the LEA as

^{*} Although Chapter 127 uses the term “removal from school”, the GFSA uses the term “expulsion.” The non-regulatory guidance from the United States Department of Education explains that the term “expulsion” is not defined by the GFSA; however, at a minimum, expulsion means removal from the student’s regular program. Under the GFSA and Chapter 127, the expulsion/removal from school requirement does not mean merely moving a student from a regular program in one school to a regular program in another school. Care should be taken by local officials to ensure that a student who is determined to have brought a firearm to school is effectively removed from the regular education setting.

^{**} The term “weapon” refers to a *firearm* as defined in section 921 of Title 18, *United States Code*.

part of their participation in the LEA's programs. For example, a private school student who is enrolled in a federal program, such as Title I, is subject to a one-year removal, but only from federal program participation, not a one-year expulsion from the private school.

Policy Regarding Criminal Justice Referrals

In order to receive funds under the IASA, each LEA must also have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon* to school (IASA §14602). Each applicant must certify that the LEA is in compliance with this provision by signing the Statement of Assurances.

*The term "weapon" refers to a *firearm* as defined in section 921 of Title 18, *United States Code*.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Assurances and Certification

LEA: _____ County: _____ Project Code: IASA - _ _ _ _ - 01

A. **ASSURANCES:** The NJDOE is hereby assured that the applicant will satisfy the following:

1. Has the legal authority to apply for the funds made available under the requirements for the IASA Consolidated Application, and has the institutional, managerial and financial capacity (including funds sufficient to pay the federal/state/local share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the New Jersey Department of Education or its authorized representatives, access to and the right to examine all records, books or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A et seq.* and other relevant state laws and regulations.
5. Is in compliance, for all contracts in excess of \$100,000, with the Byrd Anti-Lobbying amendment, incorporated in Title 31 *U.S.C. 1352*. This certification extends to all lower tier subcontractors, its principals and subcontractors, for all contracts in excess of \$25,000.
6. Is not presently debarred, proposed for debarment, declared ineligible, suspended or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
7. Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), *P.L. 94-580*, codified at 42 *U.S.C. 6962* if the applicant is an entity of state and/or local government, and that preference will be given to the purchase of recycled material identified in U.S. EPA guidelines (40 CFR Part 247-254).
8. Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
9. Will maintain records documenting compliance with program requirements and related to fiscal control and accounting of project funds (including those required under Section 437 of the General Education Provisions Act) for funds paid to the district under this grant for three (3) years after completion of the project.
10. Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (*P.L. 88-352*; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 *U.S.C. 1681-1683*, and 1685-1686; 34 CFR Part 106), which prohibit discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 *U.S.C. 794*; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps, and;
 - (D) the Age Discrimination Act of 1975, as amended (42 *U.S.C. 6101 et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age.
11. Will comply with Executive Order 11246, "Equal Employment Opportunity" dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Assurances and Certification (continued)

LEA: _____ County: _____ Project Code: IASA - ____ - 01

12. Will ensure that all policies, procedures, programs and the administration of programs in the LEA are consistent with Improving America's Schools Act (IASA) of 1994, Education Department General Administration Regulations-September 1999 (EDGAR), and other applicable statutes, regulations, program plans and applications.
13. Will ensure that control of funds and title of property acquired with those funds will be in a public agency and a public agency will administer both funds and property.
14. Will submit reports in accordance with these IASA FY 2001 Guidelines and others, as necessary, to enable the SEA to meet its responsibilities under the program and will maintain such records, provide such information and afford access to the records as the NJDOE may find necessary to carry out its duties. Will cooperate in carrying out any evaluation conducted by state or federal agencies.
15. Has consulted with representatives of private schools in the development of this application and the students, teachers or other educational personnel in such schools will be provided with equitable participation in the purpose and benefits of the funds. Consultation occurs prior to the application submission. Representatives are afforded a reasonable opportunity for public comment and the applicant has considered such comment.
16. Is in compliance with New Jersey Chapter 127, the Zero Tolerance for Guns Act.
17. Has implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.
18. Will adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluations.
19. Will ensure that lease purchase agreements will be consistent with *N.J.A.C. 6:22 A*, "School Facility Lease Purchase Agreements."
20. Will not charge administrative costs to each Title in excess of 5.0 percent of the grant award.
21. Will use **Title I and Title VI** funds to supplement, and to the extent practical, increase the level of state and local funds expended for pupils, and in *no case to supplant those state and local funds*.
22. Will utilize steps to ensure equitable access to, and participation in, its federally-assisted programs.

Title I Assurances

23. Developed the LEA Plan under Title I in consultation with parents of children in schools served, teachers including vocational teachers, if applicable, and pupil services personnel, where appropriate, in accordance with IASA§1112 (d)(1).
24. Will maintain its effort in the provision of the regular school program.
25. Will provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in the LEA which are not receiving funds under Title I.
26. Will meet the comparability requirement by (1) establishing a districtwide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies, or (2) establishing or implementing other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios.
27. Will establish jointly with parents a parent involvement policy in accordance with IASA§1118.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Assurances and Certification (continued)

LEA: _____ County: _____ Project Code: IASA - _ _ _ _ - 01

Title II Assurances

28. Will assess activities conducted with funds received under Title II at least every three years using specific performance indicators established by the LEA for improving teaching and learning through professional development, in accordance with IASA§2208(d)(1)(G).

Title IV Assurances

29. Developed this application in consultation with the LEA's established or designated local advisory council composed of parents, teachers, students, pupil services personnel, representatives of business, medical professionals, representatives of the law enforcement community, community-based organizations, and other groups with interest and expertise in the field of alcohol, tobacco and other drug programs (ATOD) and violence prevention.
30. Will ensure that the advisory council will, on an ongoing basis, disseminate information about ATOD and violence prevention programs conducted within the boundaries of the district; advise the district regarding how to coordinate its funded activities with other related programs and the agencies that administer such programs; review program evaluations and other relevant material; and make recommendations to the district on how to improve its ATOD and violence prevention programs.
31. Will use Title IV funds for alcohol, tobacco and other drug programs that convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful.
32. Has adopted written, board-approved student codes of conduct, with provision for a parent's/guardian's signature.
33. Will ensure that the purchase and administration of any alcohol and other drug screening tests by the LEA will be separate and distinct from the medical examination required for students suspected of being under the influence of substances, pursuant to *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*.
34. Will ensure that the purchase and administration of any alcohol and other drug screening tests by the LEA will not preclude following through with the required medical examination for all students suspected of being under the influence of substances, pursuant to *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*, regardless of the results of the test administered by the LEA.
35. Will publicly report progress toward achieving the LEA's measurable goals and objectives.
36. Has incorporated the Principles of Effectiveness as required.
37. Will ensure that student surveys will be administered in accordance with the provisions of 20 U.S.C. 1232h, the Protection of Pupil Rights Amendment (also known as the Hatch Amendment), which is the revised version of the previous regulations titled student Rights in Research, Experimental Activities, and Testing (34 CFR part 98).

B. CERTIFICATION:

I certify that the information contained in this application is correct and complete for those funds for which we applied; and that the applicant agency has authorized me, as its representative, to give the above Assurances and to file this application.

Type Name of Chief School Administrator

Signature of Chief School Administrator

Date

D. PROGRAM COORDINATION

Coordination Requirements

In accordance with IASA §14307, each LEA plan submitted under the following programs must be integrated with each other, with other educational services such as Even Start, Migrant, Homeless, and with its local improvement plan, if any, being approved or developed, under Title III of the Goals 2000: Educate America Act:

- Title I, Part A - Helping Disadvantaged Children Meet High Standards;
- Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk of Dropping Out
- Title II - Dwight D. Eisenhower Professional Development Program
- Title IV - Safe and Drug-Free Schools and Communities Act
- Title VI - Innovative Education Programs and Strategies
- Title VII, Part A, Subpart 1 - Bilingual Education
- Title VII, Part C - Emergency Immigrant Education
- Title IX, Part A, Subpart 4 - Indian Education
- Individuals with Disabilities Education Act (IDEA)

Additionally, Title IV requires coordination of the LEA programs and projects with community-wide efforts and other federal, state, and local programs for drug abuse prevention, including health programs, to achieve the LEA's goals for drug and violence prevention.

This application requires applicants to describe how coordination among these programs is taking place (VIII-14) and also to indicate on the attached form (VIII-15) which programs are being coordinated and integrated.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Coordination Description

LEA: _____ County: _____ Project Code: IASA - _ _ _ _ -01

Describe how the services provided under Title I, Title II, Title IV and Title VI are integrated with each other and coordinated with other programs funded under the IASA, including Goals 2000, and other educational programs.

S A M P L E

For Title IV Programs:

Include a description of how the LEA coordinates programs and projects with community-wide efforts to achieve its goals for drug and violence prevention, and with other federal, state, and local programs for drug-abuse prevention, including health programs.

Use additional sheets, if needed.



Fiscal Year 2001
 New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Coordination Checklist

LEA: _____ **County:** _____ **Project Code:** IASA - _ _ _ _ -01

For each Title, check (✓) any programs with which the services provided under that Title are being integrated and coordinated. (See Section VIII-13 for coordination requirements.)

OTHER EDUCATIONAL PROGRAMS	Title I	Title II	Title IV	Title VI
Goals 2000				
New Jersey Statewide Systemic Initiative				
Title I, Part A, IASA- Improving Basic Programs				
Title I, Part B, IASA - Even Start				
Head Start or other preschool programs				
Title I, Part C, IASA - Migrant Education				
Title I, Part D, IASA - Neglected and Delinquent				
Title II, Part B, IASA- Eisenhower Professional Development				
Title IV, IASA - Safe and Drug-Free Schools				
Title VI, IASA - Innovative Education Program Strategies				
Title VII, Part A, IASA - Bilingual Education				
Title VII, Part C, IASA - Emergency Immigrant Education				
School-to-Work Programs				
Subtitle B of Title VII - Stewart B. McKinney Homeless Assistance				
Vocational Education Programs - Perkins				
Other State/Federal Programs, Specify (i.e. Abbotts, IDEA, Class-Size Reduction):				
Community Programs, including health programs Specify:				
Other, Specify (i.e., Comprehensive School Reform, Whole School Reform, Early Childhood Program Aid, Demonstrably Effective Program Aid):				

E. PARTICIPANTS IN APPLICATION DEVELOPMENT

During both the development of the application and the implementation of programs, consultation with a wide range of interested constituents is essential and required by statute on an annual basis. Consultation requirements are clearly defined under each title as follows:

Title I - IASA §1112(d)(1)

Title II - IASA §2208(b) and (c)

Title IV - IASA §4115(a)(2)

Title VI - IASA §6303(a)(5)

All Titles require consultation with teachers (including vocational teachers), pupil services personnel, parents of children in schools served, administrators, officials from private schools, and other groups involved in the implementation of these programs (e.g., librarians) as may be considered appropriate by the LEA. Since the programs are being combined into a single application, LEAs may create a single advisory council or establish another method of consulting with these groups regarding the application in its entirety. The LEA must schedule an annual meeting and invite all interested constituents.

Title II requires that the LEA application be developed with the extensive participation of administrators, teachers, other school staff, pupil services personnel, and the district-level professional development committee. Teachers involved in the development of the program plan should represent the grade spans in schools to be served and the schools implementing Title I programs.

Title IV specifies: “Each recipient shall, with the assistance of a local or regional advisory council establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.” Title IV specifies consultation with a “local or substate regional advisory council” that includes, to the extent possible, the groups listed above (e.g., teachers, parents) as well as students, representatives of local government, business, the medical profession, law enforcement, appropriate state agencies, community-based organizations, and other groups with interest and expertise in drug and violence prevention. LEAs may use an existing advisory council with appropriate representation to address drug issues (e.g., municipal alliances), as well as create a new advisory council for addressing both drug and violence issues. Additional responsibilities of the advisory council are specified in IASA §4115 (a)(2)(B).

The IASA requires for all Titles that LEAs consult with private school representatives during the design and the development of the application and **prior to** making decisions regarding private school participation. A sample invitation letter to private schools is provided in Appendix F. Further, the services provided to private school children and teachers must be equitable in comparison to the services provided to public school teachers and children. Expenditures must also be equitable. In providing equitable participation, the LEA should consider the following:

- how the needs will be identified;
- what services will be offered;
- how and where the services will be provided;
- how the services will be assessed; and
- the size and scope of the equitable services.

DIRECTIONS FOR COMPLETING PARTICIPANTS IN APPLICATION DEVELOPMENT

See Section VIII-16 for consultation requirements.

1. List name of each individual participating in the development of the application.
2. Indicate constituency represented by each individual (e.g., teachers, parents, students, community, private schools, etc.).
3. Indicate with a check (✓) all programs with which the individual assisted in the development of the application.
4. If all constituents are not represented, an explanation must be provided.

Duplicate if needed.

F. PRINCIPLES OF EFFECTIVENESS

(Title IV applicants only)

All funds appropriated for Title IV are subject to the requirements of the Principles of Effectiveness (Federal Register, June 1, 1998). The Principles apply to all SDFSCA local grant programs. Effective programs are created through a process that involves, as the *Principles of Effectiveness* state, careful assessment, planning, implementation and ongoing evaluation.

Review the IASA Program Plan for FY 2000-2001 to ensure that the elements of the Principles of Effectiveness are being met. The Program Plan must reflect these principles.

PRINCIPLE ONE: Needs Assessment

See the Annual Objective Analysis on the following page.

PRINCIPLE TWO: Measurable Goals and Objectives - *(Refers to the IASA Program Plan- "Objectives")*

“Each recipient shall, with the assistance of a local or regional advisory council (as required by the SDFSCA), establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.” Since the permissible goals for IASA funds are set forth in this application, districts are only responsible for identifying their measurable objectives. All Title IV objectives and activities should be designed to meet the needs established by the needs assessment, i.e., objective analysis.

PRINCIPLE THREE: Effective Programs - *(Refers to the IASA Program Plan- "Activities")*

“Each recipient shall design and implement its programs for youth based on research or evaluation that provides evidence **that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.**”

PRINCIPLE FOUR: Evaluation And Feedback - *(Refers to the IASA Program Plan- "Evaluation Method")*

“Each recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.”



Fiscal Year 2001
PRINCIPLES OF EFFECTIVENESS
(Title IV applicants only)

LEA: _____ County: _____ Project Code: IASA - _ _ _ _ - 01

Annual Objective Analysis of ATOD and Violence Problems

Answer the following four questions regarding the Principles of Effectiveness.

1. Was it necessary to modify the needs assessment so that it adheres to Principle One?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
2. Was it necessary to modify the objectives to ensure that they adhere to Principle Two?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
3. To address Principle Three, were programs or expenditures dropped or added?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
4. To address Principle Four, have the strategies for evaluation changed?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

PRINCIPLE ONE: Needs Assessment

Applicants are required to conduct a needs assessment that includes an objective analysis of the current use (and consequences of such use) of alcohol, tobacco, and other drugs, and/or documented research-based risk factors, e.g., attendance, related to ATOD use. The assessment should also include an objective analysis of the violence, safety, and discipline problems among students and/or the documented research-based risk factors antecedent to these problems.

In this year's assessment, provide a narrative that updates the Goal 3 section of the 1999 Final Status Report, update the objective analysis completed last year and include any new information pertinent to the problems of substance abuse and violence. The district should prioritize the identified problems and request revisions to the activity plan if the objective analysis identifies areas of need that were not included in the prior year. All Title IV objectives and activities should be designed to meet the needs established by the needs assessment (i.e., objective analysis).

a) Assessment of Current ATOD Use, and/or Documentation of Research-Based Risk Factors.

S A M P L E

b) Assessment of Violence, Safety and Discipline Problems and/or Documentation of Research-Based Risk Factors.

Use additional pages, if needed.

**G. TITLE I ELIGIBILITY OF PUBLIC SCHOOLS,
INCLUDING PARTICIPATION OF STUDENTS IN PRIVATE SCHOOLS
(Title I applicants only)**

An LEA may use Title I funds only in eligible school attendance areas. In order for a school to be designated an eligible school attendance area for Title I purposes, the percentage of children must be at least as high as the percentage of children from low-income families in the LEA as a whole.

Eligible school attendance areas include private school students who reside in the school attendance area and would have attended the public school in the area of residence. An LEA with an enrollment of less than 1000 students or with only one school per grade span is considered a **single attendance area**. A single attendance area is not required to allocate funds to areas or schools in rank order. However, the LEA is required to calculate the per-pupil amount and to indicate the amount of funds distributed for private school students.

1. Rank Order

An LEA may rank its attendance areas by grade span grouping or for the entire LEA. If funds are insufficient to serve all eligible school attendance areas, an LEA shall do the following:

For 75 percent and higher poverty schools

- a. annually rank, without regard to grade span, eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and
- b. serve such eligible school attendance areas in rank order.

For 75 percent and lower poverty schools

- a. all grade spans (elementary, middle or high school) may be served; or
- b. just one specific grade span in rank order to the average LEA poverty percentage may be served.

2. Distribution of Remaining Funds

- a. If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the LEA may still serve the next ranked eligible school attendance area or school if it determines that the amount of funds available is sufficient to enable children to make adequate progress toward meeting the challenging performance standards.
- b. An LEA is not required to allocate the same per-pupil amount to each eligible school attendance area or school. However, the LEA must allocate a higher per-pupil amount to those eligible school attendance areas or schools with higher poverty rates than it allocates to areas with lower poverty rates.

3. Measures of Identification

An LEA will use the best available measure for identifying public and private school children from low-income families to do the following:

- identify eligible school attendance areas;
- determine the ranking of each area; and
- determine allocations.

This measure will be the number of children ages 5 through 17 in poverty counted in the most recent census data (1994); the number of children eligible for free and reduced-price lunches under the National School Lunch Act, the number of children in families receiving assistance under the Aid to Families with Dependent Children (AFDC) program, the number of children eligible to receive medical assistance under the Medicaid program, or the composite of such indicators.

4. Waiver for Desegregation Plans

The Secretary of Education may approve an LEA's written request for a waiver of the eligible attendance area requirements and permit an LEA to treat as eligible and serve any school that children attend with a state-ordered school desegregation plan if the following conditions apply:

- the number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and
- the Secretary determines on the basis of a written request that approval of the request would further the purpose of the plan.

5. LEA Discretion

In general, an LEA may practice the following:

- a. designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families;
- b. use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency; or
- c. elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the following conditions apply:
 - a) the school meets the comparability requirements;
 - b) the school is receiving supplemental funds from other state or local sources; and
 - c) the funds expended from other sources are equal to or exceed the amount that would be provided under Title I.
- d. choose not to rank order its eligible schools if the total LEA enrollment is less than 1000.

6. Allocations

General Information:

- An LEA must allocate Title I funds to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school, including the total number of private school students.

- If the total percentage of poverty for the LEA is less than 35 percent, the per-pupil expenditure allocated to each school attendance area or school must be at least 125 percent of the per-pupil expenditure calculated by dividing the LEA allocation by the total number of low-income students.
- An LEA may reduce the amount of funds allocated for a school attendance area or school by the amount of any supplemental state and local funds expended in that school attendance area or school for programs that meet the requirements for schoolwide or targeted assistance schools.

Adjusted Title I Allocation

Before allocating funds, an LEA will reserve funds as are reasonable and necessary to do the following:

- Provide services comparable to those provided to children in participating school attendance areas schools to serve:
 - children in local institutions for neglected children;
 - where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related services to children in shelters;
 - children in local institutions for delinquent children; and
 - where appropriate, neglected and delinquent children in community day school programs.
- Meet the requirements for parent involvement. An LEA that receives more than \$500,000 in Title I funds must spend at least one percent of its allocation for parental involvement activities.
- Administer Title I, Part A programs for public and private school children, including special capital expenses incurred as a result of implementing alternative delivery systems to private school children to meet the requirements of *Aguilar v. Felton*. A separate Title I grant is awarded for such capital expenses and should be applied for through the Title I Capital Expense application found in Appendix K. If, however, a district does not apply for capital expense funds through the Capital Expense application, then these costs, as part of the reservation for administration, must be taken “off the top” of the LEA’s allocation (not just from the funds available for services to private school students), before funds are allocated to participating attendance areas for instructional services. These costs may need to be adjusted after the LEA determines how many eligible private school children will be served. If a district applies for Capital Expense funds through the Capital Expense application and does not receive full payment for these expenses, then these costs must be included in the reservation for administration through the amendment process (see Section IX-3 and Appendix M).
- Conduct other authorized activities such as preschool programs, summer school and intercession programs, professional development, school improvement, and coordinated services.

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as a

part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs. There is not a maximum amount that an LEA may reserve. An LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student performance standards that all children are expected to meet.

7. Participation of Children Enrolled in Private Schools

The LEA must offer Title I services to eligible children enrolled in private elementary and secondary schools on an annual basis. The educational services and other benefits for such private school children will be equitable in comparison to services and other benefits for participating public school children. The LEA is responsible for contacting the private schools in writing and consulting with the private school officials before the LEA makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such consultation will include a discussion of service delivery mechanisms an LEA can use to provide equitable services to private school children. The consultation will also include such issues as:

- criteria for low-income;
- how the children's needs will be identified;
- what services will be offered;
- how and where the services will be provided;
- how the services will be assessed; and
- the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds allocated for such services.

The LEA is required to maintain documentation of the consultation with private school officials (see Appendix F for a sample letter). The response to this letter by each private school contact should be maintained in the district to document such consultation each year. Responses from private schools refusing Title I funds only should be kept in the district. These letters do not need to be included with the application unless funds for Title II, IV, and VI are also being refused using Appendix G.

Under the law, districts allocate funds to all schools based on poverty criteria. If the same criteria of poverty are not available, then the LEA must collect similar data that is comparable and documentable. These data may be obtained through the use of a survey. Appendix H contains a sample survey form and an accompanying sample letter that may be sent to private school parents.

The expenditures for educational services and other benefits to eligible private school children will be equal to the proportion of funds allocated to participating school attendance areas, based on the number of children from low-income families who attend private schools. The LEA may provide educational and other services directly or through contracts with public and private agencies, organizations, and institutions.

8. Title I Capital Expenses

When an LEA provides services to private school students, either directly or through a third party contractor, **it is likely to incur capital expense costs and is therefore entitled to receive Title I Capital Expense funds.**

Capital expense means only those expenditures for noninstructional goods and services that are incurred as a result of a school district's implementation of alternative delivery systems to comply with the requirements of the 1985 *Aguilar v. Felton* U.S. Supreme Court Decision. Capital expense costs include the following:

- the purchase, lease and renovation of real and personal property, including mobile educational units, and leasing of neutral sites or space;
- insurance and maintenance costs;
- transportation;
- other comparable goods and services (including noninstructional computer technicians); and
- mileage reimbursement for teacher travel from one site to another.

Although, on June 23, 1997, in *Agostini v. Felton*, the U.S. Supreme Court overruled its 1985 *Aguilar v. Felton* decision, allowing Title I instructional services to be provided in religiously affiliated private schools, LEAs may continue to provide these services outside of the private schools if, for example, there is no space available in the private schools or the LEA has incurred and cannot terminate contractual obligations for neutral space or mobile vans.

Capital Expense costs, whether incurred by the LEA or by a third party contractor, must be identified in the Capital Expense box on the *Title I Eligibility of Schools* form of the application (Appendix J, page 10). The LEA must apply for this amount in the Capital Expense application found in Appendix K. This figure should not be used for any calculations on this page. **Also, the attendance area allocation for private school students may not include capital expense costs.**

Federal regulations state that an SEA will distribute Title I Capital Expense funds on the basis of an LEA's needs (information provided by the LEA in the LEA's application for capital expense funds). Any payment received by an LEA under this provision must be used to cover capital expenses the LEA will incur during the period September 1, 2000 through August 31, 2001 in order to maintain or increase the number of private school children to be served.

LEAs that are providing Title I services to eligible private school children during FY 2000-2001 and who incur capital expense costs may apply for these funds. In order to receive payments for capital expenses, the LEA must complete the attached application, found in Appendix K, and **submit it to the county office of education.** Please be reminded that LEAs are required to consult with representatives from the private schools for which capital expenses will be incurred prior to making any decisions, and that documentation of this consultation must be on file in the LEA. LEAs should include capital expense needs during the IASA consolidated application consultation period with private school officials.

Eligible LEAs must submit the original of the application to the county office of education and a copy to OGMD on or before June 29, 2000. The FY 2000-2001 Capital Expense Final Report must be submitted to the county office of education on or before December 15, 2001.

If the LEA has a need to revise the Capital Expense application because of a change in the capital expense needs, the LEA's Capital Expense application must be amended prior to July 1, 2001. The process for amending this application is located in Section IX-3 of this document.

If an LEA has incurred capital expenses **prior to 2000-2001** and has not yet applied for a reimbursement for these expenses, the LEA should contact Mary Guess Flamer in the Office of Specialized Populations at (609) 633-6892. If there are any questions regarding the application for capital expense funds, please contact the Title I representative in the county office of education.

Frequently Asked Questions

Q. Should remaining Title I program funds be redistributed?

A. Yes, remaining program funds should be redistributed.

Q. Should there be an explanation for the redistribution of remaining program funds?

A. Yes, there should be an explanation provided regarding the redistribution of remaining program funds. Funds must be redistributed equitably and all of the distributed funds must add up to the original Title I allocation.

Q. Should private schools be listed on the Eligibility form?

A. No, private schools should not be listed on the Eligibility form. Private school students are accounted for in the public school resident attendance area and listed under the appropriate private column on the resident attendance area row of the form.

Q. Do single attendance area school districts have to complete the Eligibility form?

A. Yes, single attendance area school districts must complete the Eligibility form.

Q. Can funds be allocated to schools below the district level of poverty?

A. Title I funds can be allocated to schools below the district level of poverty if the school is at or above the 35 percent poverty level.

Q. Must all of the schools in the district be listed on the Eligibility form?

A. Yes, all of the schools must be listed on the Eligibility form. Not listing all of the schools in the district affects the resident student count, student poverty figures used in deriving the per-pupil amount, the district level of poverty, and other associated calculations.

Q. Must the schools be ranked on the Eligibility form from highest to lowest?

A. Yes, the schools must be ranked by poverty level from highest to lowest.

**DIRECTIONS FOR COMPLETING
ELIGIBILITY OF PUBLIC SCHOOLS
(Title I applicants only)**

RECOMMENDATION: Complete all of the sections (1,2,3,4,6,7, and 8) before computing number 5 in order to determine the necessary Program Amount

1. All applicants for Title I funds, **including single attendance areas**, must compete this form. Duplicate the form as necessary. Under number 1, enter LEA name, county name, and project code.
2. **Status:** Check appropriate box, if applicable. (See Section VIII-21 for information on single attendance areas and Section VIII-22 for information on desegregation waivers.)
3. **Capital Expenses:** Enter the amount for Capital Expense costs incurred by the district. **The LEA must apply for this amount using the Capital Expense application.**
4. **Poverty Criteria:** Check the appropriate box. (See Section VIII-21).

5. Adjusted Title I Allocation:

5.1. LEA Allocation	Enter the LEA Title I entitlement amount from the allocation notice. The subtotal (f) plus Program Amount (g) must equal the LEA Allocation/Title I Entitlement Amount.
a. Homeless & N or D	Enter the total amount of Title I, Parts A and B funds allocated for neglected and delinquent students from the allocation notice. Enter the amount of additional funds for homeless, neglected, and delinquent students.
b. Parent Involvement	Enter the total amount budgeted for parent involvement activities. LEAs receiving over \$500,000 must set aside at least one percent of funds.
c. Indirect Cost	Enter the approved FY 2001 indirect cost rate amount. Indirect costs may be charged only if an approved rate has been received from the NJDOE (see Section VIII-52). This amount should match the amount on the budget page, (Object Code 200-860) for Title I.
d. Professional Development	Enter the amount set aside for professional development. This amount should match the amounts allocated on the budget page for Title I.
e. General Administration	Enter, if requesting, the amount designated for general administration. <i>Do not include Capital Expenses.</i>
f. Subtotal	Add the amounts indicated on lines a through e.
g. Program Amount	Enter the total of the public and private Attendance Area Allocation.

6. **Calculation for Per-Pupil Expenditure:** Enter the **LEA Allocation**. Enter the **Total Number of Low-income Pupils** (public and private). Divide the LEA Allocation by the total number of low-income pupils. Enter the **Per-Pupil Expenditure**.

7. Below 35 Percent Poverty: If the LEA is below 35 percent poverty, complete the 125 Percent Calculation for Per-Pupil Expenditure. Enter the calculated Per-Pupil Expenditure. Multiply this figure by **125 percent** and enter the **Adjusted Per-Pupil Expenditure**.

8. Schools Ranked by Poverty:

<i>LEA Total</i>	Enter the grade span for the LEA, the total number of all Resident Students , the Number of Low-Income Public Students, and all Private Students . Calculate the total percentage of poverty for the public and private school students by dividing the number of Low-income Public and Private Students by the total number of Resident Students.
<i>Schools Ranked by Poverty</i>	Rank order every school in the district from highest to lowest according to the percentage of poverty. Enter all of the public schools in this order. Do not include private schools in this list.
<i>Grade Span</i>	Enter the grade span of the school (Pre-School - Grade 12).
<i>Resident Students</i>	Enter the total number of students (public and private) in the school attendance area (the geographic area in which the children who are normally served by that school reside).
<i>Number of Low Income: Public/Private</i>	Enter the total number of low-income public students and the total number of low-income private students for each attendance area based upon selected poverty criteria.
<i>Percent of Poverty (Total Public & Private)</i>	Divide the total number of low-income students (public and private) in the attendance area by the number of resident students.
<i>Eligible Schools</i>	Place a check if the school is eligible for funding based upon the following priorities: 1) the school exceeds 75 percent poverty; 2) the school, either rank ordered by grade level or within the entire LEA, is at least as high as the percentage of poverty in the LEA as a whole.
<i>Attendance Area Allocation</i>	<i>Public School:</i> Multiply the number of low-income public school students by the per-pupil amount. Enter allocation. <i>Private School:</i> Multiply the number of low-income private school students by the per-pupil amount. Enter the allocation. This amount may not include any amount for Capital Expenses including Capital Expense costs incurred by third-party contractors in providing Title I services to eligible private school children.
<i>Distribution of Remaining Funds</i>	See Title I Eligibility of Schools in Section VIII-21 for criteria.



Fiscal Year 2001

TITLE I Use Only

New Jersey Department of Education IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

TITLE I ELIGIBILITY OF PUBLIC SCHOOLS

1.) LEA: _____ COUNTY: _____ PROJECT CODE: IASA - _____-01

Note: Each LEA applying for Title I funds must complete and submit this page of the application.

5.) ADJUSTED TITLE I ALLOCATION²	2.) Status: <input type="radio"/> Single Attendance Area <input type="radio"/> Desegregation Waiver		3.) Capital Expenses¹:
5.1. LEA Allocation:	4.) Poverty Criteria: <input type="radio"/> AFDC <input type="radio"/> Lunch <input type="radio"/> Medicaid <input type="radio"/> Census <input type="radio"/> Composite		
a. Homeless & N or D:			
b. Parent Involvement:			
c. Indirect Cost:			
d. Professional Development:			
e. Administration:			
f. Subtotal:			
g. Program Amount:			

6.) PER-PUPIL EXPENDITURE		
<i>LEA Allocation + the Total Low Income = Per-Pupil Expenditure</i>		
		\$

7.) BELOW 35% POVERTY: 125% CALCULATION FOR PER-PUPIL EXPENDITURE		
<i>Per-Pupil Expenditure</i>	<i>x 125%</i>	<i>Adjusted Per-Pupil Expenditure</i>
\$	x 125%	\$

8.) List All Public Schools Ranked by Poverty <i>Do not list private schools</i>	Grade Span	Resident Students	Number of Low-Income		% of Poverty (Total Public & Private ÷ by Resident Students)	Eligible Schools (✓)	Attendance Area Allocation ³	
			Public	Private			Public School	Private School Students ⁴
LEA Total								

¹ Note: Do not calculate Capital Expenses in Adjusted Title I Allocation. Capital Expense funds must be applied for using the Capital Expense application in Appendix K.

² Note: Adjusted Title I Allocation: $f(a + b + c + d + e) + g$ (Program Amount: Total of Attendance Area Allocation) = 5.1 LEA Allocation = Title I Budget Statement.

³ Note: Directions for distribution of remaining funds are located in Section VIII-21.

⁴ Note: This amount may not include any amount for capital expenses including capital expense costs incurred by third party contractors in providing Title I services to eligible private school children.

ELIGIBILITY PAGE: CHECKLIST & POINTS TO REMEMBER



1.	All LEA schools are rank ordered according to percentage of poverty. All of the schools in the LEA must be listed. Not listing a school and its number of students gives an inaccurate calculation of the per pupil expenditure.
a.	<i>The poverty level for the LEA and all of the schools are calculated even if the school is not being served.</i>
b.	The LEA served in rank order all schools above 75 percent poverty without regard to grade span.
c.	After all of the schools above 75 percent poverty were served, the LEA served, “ <i>with remaining funds,</i> ” lower (but above 35 percent poverty) ranked schools either in rank order by poverty or by grade span grouping.
2.	All selected eligible schools are at or above 35 percent poverty or the district level of poverty.
a.	The LEA distributed and accounted for all Title I funds.
b.	The breakdown of funds on the Eligibility page equals the line item distribution of Title I funds on the Budget Statement and Detail.
c.	An explanation is provided for any allocation of funds that reduces the amount of funds for academic instructional support.

✓ ***Single Attendance Area (SAA):***

•	Single Attendance Area LEAs completed the Eligibility page.
•	The per pupil amount for single attendance area school districts is allocated according to the LEA’s discretion.
•	All schools may be served in a SAA LEA if there are sufficient funds to help the students meet the challenging state performance standards.
•	The LEA allocated a per pupil amount for private school students within the attendance area.

✓ ***Distribution of Funds***

•	If, after completing this table, remaining funds are insufficient to fund the next ranked eligible school, the LEA served the school if the remaining funds were sufficient to help the students meet the challenging performance standards.
•	LEAs allocated at least the minimum per pupil amount even though it was not required to allocate the same per pupil amount.
•	The LEAs allocated a higher per pupil amount to schools with higher poverty rates above 75 percent than those schools with a lower poverty level.

✓ ***Reservation of Funds***

•	The LEA received over \$500,000 and allocated the required one percent for parental involvement.
•	The LEA reserved funds as were <u>reasonable and necessary</u> to conduct other activities (i.e., preschool programs, summer school, professional development, school improvement and coordinated services, as well as parent involvement.

✓ ***Final Calculations***

•	The Program Amount equals the total of the Attendance Area Allocation columns for both public and private school students.
•	The Adjusted Title I Allocation subtotal (f) plus the Program Amount (g) equals the Title I Allocation (5.1).
•	The poverty levels for the LEA and <u>all</u> of the schools are calculated and entered on the form.

H. TITLE I PROGRAM DESCRIPTION AND TITLES II, IV, VI- SERVICES FOR PRIVATE SCHOOL STUDENTS

This form is to be completed by all Title I applicants *and* all Title II, IV & VI applicants with private schools listed on their allocation notices.

This form serves two distinct purposes.

- First, a brief description of Title I funded programs in public schools and N or D facilities receiving Title I funded services is requested in Section Two.
- Second, information concerning the funding and services for private school students for Titles II, IV and VI is requested in Section Three.

Therefore, the form is divided into three sections to facilitate the retrieval of two distinct areas of information. In Section One, Schools, all *Title I* eligible and funded schools, and Title I funded Neglected and Delinquent (N or D) facilities should be listed first. Then Section Two, Title I, should be completed for the Title I funded schools and facilities. Indicate the grade level or age range of the public school and/or N or D facility. Indicate the type of program approach that the school used for their Title I funded program under either targeted assistance school (TAS) or schoolwide program (SWP) school. All N or D facilities are “TAS” schools.

Next, the *private schools* should be listed in the remaining portion of Section One, Schools. Then, the information about the private schools receiving Titles II, IV and/or Title VI services should be completed in Section Three. Indicate the amount of funds budgeted to provide these services and include the Goal/Objective/Activity codes from the Program Plan that describes the services to be provided.

Frequently Asked Questions

Q. Does an LEA need to complete this page if it is not receiving Title I funds and receives funds for private schools?

A. Yes. The LEA needs to complete columns headed with “Schools” and “Titles II, IV and VI: Private Schools.”

Q. For Title I purposes, if the LEA has one grade span, is the correct designation TAS (targeted assistance school) or SWP (schoolwide program)?

A. If the LEA does not have a Title I approved schoolwide program (see Appendix D) the code “TAS” is correct.

DIRECTIONS FOR COMPLETING TITLE I PROGRAM DESCRIPTION AND TITLE II, IV VI-SERVICES FOR PRIVATE SCHOOL STUDENTS

To be completed by all Title I applicants *and* all Title II, IV & VI applicants with private schools listed on their allocation notices.

Section One:

First, list all public schools and neglected or delinquent (N or D) facilities with Title I funded programs. Second, list all private schools where children or teachers are receiving services or benefits from Titles I, II, IV and/or VI funds.

Section Two:

Provide the information below for Title I public school pupils that will be served with Title I funds in public and N or D facilities.

- 1. Targeted Grades or Ages:** For each Title I public school, enter the grades where Title I funds are targeted not the grade span of the school. For each N or D facility, enter the ages of the students served with Title I funds, not the ages of the students served by the facility.
- 2. Program Approach:** In each column, under **Targeted Assistance (TAS) or Schoolwide Program (SWP)** schools, enter the program code(s) that indicate the type of school program that will be implemented. *More than one code may be used for each school.*

<i>Code</i>	<i>Explanation</i>
1	In-class
2	Pull-out
3	Extended Learning Time: Morning
4	Extended Learning Time: Afternoon
5	Extended Learning Time: Summer School
6	Special Populations: ESL
7	Success For All
8	Accelerated Schools Project
9	Community For Learning (CFL)/Adaptive Learning Environments Model (ALEM)
10	CES (Coalition of Essential Schools)
11	The Comer School Development Program
12	Modern Red School House (MRSH)
13	Co-Nect Schools
14	ATLAS (Communities of Authentic Teaching, Learning, and Assessment for all Students)
15	Paideia
16	Project Grad (“Graduation Really Achieves Dreams”)
17	America’s Choice Design Network
18	Ventures in Education
19	Consistency Management & Cooperative Discipline
20	Purpose-Centered Education Audrey Cohen College System of Education
21	Expeditionary Learning Outward Bound
22	Talent Development
23	New American Schools
24	Other; explain in Program Plan

Section Three:

For the private schools only: Enter the amount of funds being used to provide Title II, IV and/or VI services in each private school. The private school total must match the amount in column 9b on the Title Page.

Enter the coding from the updated Program Plan to indicate the Goals/Objectives/Activities in which the children/teachers are participating. If an eligible private school chooses not to participate, enter "**NP**" in the column under the title name. Do not include the name of the private school if all funds are being refused.



Fiscal Year 2001
 New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Title I Program Description and Titles II, IV & VI-Services for Private School Students

LEA: _____

County: _____

Project Code: IASA - _ _ _ _ - 01

Section One	Section Two		Section Three			
SCHOOLS	TITLE I		TITLES II, IV & VI: PRIVATE SCHOOLS			
1 st) List all eligible Title I public schools and N or D facilities, then* 2 nd) List all private schools	LEA Targeted Grades or N & D Ages	Program Approach Code #	Amount Budgeted			Goals/Objectives/Activities (codes from Program Plan)
		TAS SWP	TITLE II	TITLE IV	TITLE VI	
						Private School ← Totals:

**Are all Title I eligible schools listed above also listed on Eligibility page?*
Use additional pages as needed.

I. PROGRAM PLAN

The FY 2001 IASA Consolidated Application requires submission of a one-year **Program Plan** consolidating the LEA's efforts to meet the four goals of New Jersey's IASA Consolidated State Plan. This Program Plan must provide for objectives and benchmarks for this project period (September 1, 2000 – August 31, 2001).

For the 2000-2001 project period, LEAs may:

- update the benchmarks of the existing approved three-year Program Plan, or
- submit a new one-year program plan (required for all first year charter schools and for LEAs with a newly eligible “covered program.”)

The Program Plan is based on a comprehensive assessment of the needs of program beneficiaries. Objectives and activities developed by the LEAs support the four goals and meet the funding requirements of the Title(s).

A **needs assessment** is the first step in developing a program plan. The needs assessment should include the areas addressed in the four goals of the program plan which are: academic performance, professional development, the learning environment, and parent involvement. The purpose is to determine the gap between desired standards of academic performance and/or student behavior and the current status. The assessment should be based on the performance of children in relation to the Core Curriculum Content Standards and statewide performance standards. Assessment of professional development should identify barriers that hinder teachers from being able to teach the new standards. The needs identified by the district-level professional development committee must be considered. The LEA should determine the extent and benefits of parent involvement in order to design an effective parent involvement approach. The needs assessment must also include an objective analysis of the current use (and consequences of such use) of alcohol, tobacco, and controlled, illegal, addictive or harmful substances as well as the violence, safety, and discipline problems among students who attend the schools of the applicant. The objective analysis should be based on ongoing local assessment or evaluation activities. **The LEA's assessment of the effectiveness of their previous three-year program plans and evaluation results will assist in the identification of current and continuing needs.**

The needs assessment must include private school students and teachers served through the funding sources included in this application. Each LEA participating in a consortium should conduct an assessment of its needs, the results of which should be incorporated into the planning process of the consortium applicant.

The objectives and activities described in the Program Plan should be based on the results of the needs assessment. Documentation of the assessment should be maintained in the district, and should not be submitted with the application. However, the objective analysis required for Title IV funding is an annual document that must be included in the FY 2001 IASA Consolidated Application (see Section VIII-20). The Program Plan must reflect the annual objective analysis elements.

Objectives in this program plan must be measurable and include the following components:

- **target population** (e.g., elementary school students in high poverty schools; private school pupils; neglected or delinquent children; students with problems related to ATOD abuse or violence; teachers; parents)
- **outcome to be achieved** (specific statement of achievement as a measurable and achievable change in performance and/or behavior)
- **date** by which the outcome will be achieved

Objectives must *include the annual student outcome-based benchmarks* that will be reported on at the end of each fiscal year. The Program Plan must also detail **activities** to be implemented to meet the objectives as well as the **evaluation method** that the LEA will use to measure the success of the objectives. Evaluation methods must pertain to the evaluation of objectives, rather than activities.

While supporting the intent of the individual titled programs, objectives and activities should also be integrated and coordinated with state and local activities. Objectives and activities must be targeted toward meeting the NJDOE's Core Curriculum Content Standards. LEAs are encouraged to discuss how planned activities relate to the NJDOE *Strategic Plan* and if applicable, the LEA's Educational Improvement Plan and/or Goals 2000 plan.

The following sections (VIII – 36-42) describe specific elements that must be included in the Program Plan for each title. Applicants must ensure that all required elements are included for each title for which funds are requested.

1. Required Elements For Title I, Part A - IASA §1112(b), 1114, 1115

Each LEA that receives an allocation under Title I, Part A must include a description of the services provided to the students which includes the required elements below. Please include the elements under the indicated goal(s) with the appropriately developed objectives.

Under Goal I, describe in the Activities section:

- how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools, will identify the eligible children most in need of Title I services;
- how the LEA will ensure that future, current and former migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children who are selected to receive Title I services (*to be completed by all LEAs*);
- *if the program is serving eligible preschool children*, how the LEA will coordinate and integrate services for preschool children with other educational services such as Even Start, Head Start and other preschool programs, including plans for the transition of children in the programs to elementary school programs; and
- if appropriate, how the program will serve eligible students with disabilities and limited English proficiency.

Under Goal I, describe in the Evaluation Method section the additional high-quality student assessments and any other indicators that the LEA and schools will use to do the following:

- determine the success of children served under Title I in meeting the state's student performance standards and provide information to teachers, parents, and students on the progress being made toward meeting the state student performance standards;
- assist in diagnosis, teaching and learning in the classroom in ways that best enable children served under Title I to meet state standards and do well in the local curriculum; and
- determine what revisions are needed to Title I projects so that such children will meet the state's student performance standards.

Under Goal II, describe in the Activities section:

- the professional development strategies that the LEA will use for teachers, and where appropriate, for pupil services personnel, administrators, parents and other staff;
- the strategy the LEA will use to provide the required technical support to programs;
- the strategy the LEA will use to provide information and training for parents on the National Education Goals, state and local student content and performance standards and assessment, monitoring of a child's progress, as well as information on how parents can participate in decisions relating to the education of their children;
- the strategy the LEA will use to provide materials and training for parents regarding literacy and working with their children to improve achievement;
- the strategy the LEA will use to provide education for teachers, pupil services personnel, principals and staff on the value and utility of the contributions of parents as equal partners, and how to implement and coordinate parent programs; and
- how the LEA will involve parents in the training of staff to improve instruction and services to children.

Under Goal IV, describe the required parent involvement elements in the Activities section:

- model approaches to improving parent involvement (e.g., Even Start);
- training to help parents help other parents, (e.g., parent aides, volunteers, or home visitors to maintain contact or help with homework);
- literacy training if other funding sources for such training are exhausted;
- information related to school and parent programs, meetings and other activities in the dominant language of the family;
- opportunities for teachers and other district personnel to conduct in-home conferences for parents who are unable to attend meetings;
- meetings held at a variety of times in order to maximize the opportunities for parents to participate in school-related activities;
- funding at a reasonable cost for helping parents to become involved (e.g., transportation, child care);
- coordination and integration of the program with other parent involvement programs; roles for business and community organizations to help them become involved as well as to encourage the formation of partnerships between elementary, middle, and secondary schools and local businesses that include roles for parents;

- parent resource centers, where feasible, and opportunities to learn about childhood development, and child rearing;
- roles for business and community organizations to help them become involved as well as to encourage the formation of partnerships between elementary, middle, and secondary schools and local businesses that include roles for parents; and
- other reasonable support for parent involvement (e.g., the use of cable television to advertise meetings, parent homework networks, or parent-teacher reading study groups).

Title I-Schoolwide Programs - IASA §1114

- Title I-Schoolwide Programs are designed to upgrade the entire educational program of a high-poverty school (50 percent or greater poverty level). See Appendix D for information and a checklist of the elements that must be included in each Title I-Schoolwide Program.
- A schoolwide program plan requires detail that is separate and in addition to the general Program Plan. For each school with a schoolwide program, attach separate sheet(s) that describe the required elements specified in Appendix D.
- For Abbott districts, a Title I Whole School Reform School that meets the 50 percent poverty criteria and wants to become a schoolwide program school for 2000-2001, the NJDOE will consider the planning that took place to become a whole school reform school as sufficient to meet the Title I planning requirements. The **approved whole school reform plan** will be accepted in place of a separate schoolwide program plan.

2. Required Elements for Title I, Part D Prevention and Intervention Programs For Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School - IASA §1423

Each LEA that receives an allocation under Title I, Part D-Prevention and Intervention Programs for Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School will include a description of services provided for children residing in locally operated neglected or delinquent facilities (including facilities involved in day programs).

Under Goal I describe in the Activities section:

- the program that will be provided in neglected or delinquent facilities (including facilities involved in day programs) to be assisted;
- the dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities or day programs;
- the youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs;
- the efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program; and
- the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

Under Goal IV describe in the Activities section:

- how participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to one operating in the local school where such youth would attend;
- how schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;
- any formal agreements between the LEA and correctional facilities and alternative school programs serving youth involved in the juvenile justice systems to operate programs for delinquent children;
- any partnerships with local businesses to develop training and mentoring services for participating students;
- how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
- how the program will coordinate with other federal, state and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;
- how the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- how schools will work with probation officers to assist in meeting the need of youth returning from correctional facilities;

3. Required Elements for Title II - IASA §2208(d)

Under Goal II of the Program Plan describe:

- professional development strategies which are tied to the state's Core Curriculum Content Standards and state student performance standards and are consistent with the needs assessment;
- how the professional development plan contributes to the LEA's overall efforts for school reform and educational improvement;
- how professional development programs in all core academic subjects, but especially in mathematics and science, will take into account the need for greater access to, and participation in, such disciplines by students from historically underrepresented groups, including girls and women, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating pedagogical strategies and techniques which meet such individuals' educational needs;
- professional development strategies to be employed to more fully and effectively involve parents in the education of their children; and
- how the activities funded under Title II will address the needs of teachers in schools receiving assistance under Title I, if Title I funds are requested.

Note: The professional development plan should be of sufficient intensity and duration to have a positive and lasting impact on the students' performance in the classroom.

Title II and The New Continuing Education/Professional Development Requirements for Teachers

Under the state's new continuing education endeavor, district professional development committees will be required to develop local professional development plans, based upon the approved Professional Development Standards for teachers and educational services personnel that were created by the Professional Teaching Standards Board. Districts are encouraged to link state and federal (Title II) requirements by using their Title II funds to support the development of their district professional development plans and to integrate them with their Title II IASA Professional Development Program Plan.

4. Required Elements for Title IV - IASA 4115(b)(2)

Title IV funds must be used to adopt and carry out a comprehensive drug and violence prevention program which is designed to do the following:

- for all students (ages 5-17) and employees to prevent the use, possession and distribution of tobacco, alcohol and illegal drugs for students and to prevent the illegal use, possession and distribution of such substances by employees;
- to prevent violence and to promote school safety;
- to create a disciplined environment conducive to learning;
- to include activities to promote the involvement of parents and coordination with community groups and agencies, including the distribution of information about the local educational agency's SDFSCA-related needs, goals and programs.

Title IV - PRINCIPLES OF EFFECTIVENESS

All LEAs receiving Title IV funds will be accountable for applying the four *Principles of Effectiveness* in a comprehensive program for ATOD and violence prevention, and a comprehensive program for sudden violent loss events. Review the approved IASA Program Plan to ensure that the elements of the Principles of Effectiveness are being met. If indicated by the review, revise and submit the Program Plan to reflect these elements. All components of the application provided by the district must be consistent with the principles.

- **Principle One – Needs Assessment**
Each recipient will base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served. Each SDFSCA grant recipient will conduct a thorough assessment of the nature and extent of youth drug use and violence problems.
- **Principle Two – Measurable Goals and Objectives**
Each recipient will, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives and design its programs to meet those goals and objectives.
- **Principle Three – Effective Programs**
Each recipient will design and implement its programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

- Principle Four – Evaluation and Feedback

Each recipient will evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

Title IV - PREVENTION STRATEGIES

The district's comprehensive program for ATOD prevention must include each of the six prevention strategies described below. Examples of authorized activities are listed for each strategy. While funding for these programs is not limited to Title IV funds, and may include state and/or local resources, **the IASA application should only include activities funded through Title IV.**

Components of a Comprehensive ATOD Prevention Program

1. **EDUCATION** - Development, purchase and implementation of age-appropriate, development-based alcohol, tobacco and other drugs (ATOD) and violence prevention curricula; peer education/leadership/helping programs; cross-age teaching programs; student prevention education or life skills education groups; alternative education; community-based and parent education; instructional equipment; professional development programs for school staff, parents, law enforcement officials, judicial officials, health services providers and community leaders; drug abuse resistance education programs; multicultural sensitivity programs; and comprehensive health education and character education (only to the extent that such activities are a part of a comprehensive ATOD or violence prevention program). Funding to support professional certification is not allowable.
2. **PROBLEM IDENTIFICATION, SUPPORT AND TREATMENT REFERRAL** - Core teams, intervention and referral services, student assistance teams/committees, conflict resolution programs, peer mediation programs, curriculum-based student support groups, intervention-education groups, relapse prevention groups, smoking cessation programs, employee assistance programs, and short-term student and family counseling.
3. **ENVIRONMENTAL** - Development and implementation of ATOD and violence policies and procedures and codes of conduct, "Safe Zones of Passage" activities, metal detectors, security personnel, advocacy/action groups, anti-crime youth councils, student outreach efforts, drug and violence prevention advertising or media messages and practices, prevention of illegal gang activity, and mentoring programs.
4. **ALTERNATIVES** - Before- and after-school ATOD- and violence-free activities, drop-in centers, community service projects, and service learning projects.
5. **SCHOOL AND COMMUNITY-BASED PROCESS** - School/community planning and coordination meetings, activities which integrate the delivery of services from a variety of providers, and program evaluation.
6. **INFORMATION DISSEMINATION** - Development, purchase and distribution of publications, newsletters, brochures, pamphlets, handbooks, resource directories and other information services regarding ATOD abuse, safety and school discipline, public service announcements, assemblies/speakers, and health fairs/health promotion.

Each LEA will be required to report on the areas included in the NJDOE substance abuse and violence outcomes (see Section IX-2) for data collection requirements).

5. Required Elements for Title VI - IASA §6301, 6303

Objectives should clearly describe how assistance under Title VI will contribute to improving student achievement or improving the quality of education for students. Under the appropriate goal on the Program Plan pages, indicate in each objective supported through Title VI funds which of the following innovative assistance programs the objective supports:

1. technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding the effective use of such equipment and software;
2. programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards, which will be used to improve student achievement, and which are part of an overall education reform program;
3. promising education reform projects, including effective schools and magnet schools;
4. programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school;
5. programs to combat illiteracy in the student and adult population, including parent illiteracy;
6. programs to provide for the educational needs of gifted and talented children;
7. school reform activities that are consistent with the Goals 2000: Educate America Act; and
8. school improvement programs or activities under Title I, sections 1116 and 1117.

Frequently Asked Questions

Q. Do the program plan objectives need to be measurable (outcome-based)?

A. Yes. These objectives must be clearly written and based upon the needs of the LEA that were determined during the assessment and reassessment. Measurable objectives are necessary for the LEA to determine if the activities are effective in achieving the desired outcomes. Establishing benchmarks to achieve these objectives is also important for the LEA in order to assess the success of its program in meeting the desired outcomes as planned.

Q. Why do benchmarks need to be included in the IASA program plan?

A. The LEA's benchmarks provide measurable goals for achievements. These benchmarks allow LEAs to assess the success of their programs objectively and provides a tool for making adjustments to their planned activities.

Q. Who is the target population in the IASA Program Plan?

A. The target population must be identified in the objective. The target population may be students; children who attend high poverty schools; migrant, neglected or delinquent; limited English proficient; teachers, parents, private school students or students with ATOD problems. For Title II, the target population may be teachers, administrators, other school staff or parents; however, one of the benchmarks must be based on student achievement.

DIRECTIONS FOR COMPLETING THE PROGRAM PLAN

Enter LEA name, county name, and 4-digit LEA code on each form.

Using the format provided, complete the following components as they pertain to IASA programs. Include the objectives and activities identified for all eligible private school pupils and teachers based on consultation with those schools. Each application must include all elements required for each program for which the LEA is requesting funding, as described in Section VIII – 36-42.

1. GOALS: Each Program Plan form includes one of the four goals of the consolidated plan. Objectives and activities should be listed under the appropriate goal. **All applicants requesting Title I funds must address all four (4) goals.** Other applicants should address all goals applicable to the objectives and activities being funded.

2. OBJECTIVE(S): Describe the measurable objective(s) that the LEA has identified to address the goal. Each objective must specify the following information:

- a) the target population (e.g., private school pupils; neglected or delinquent children; students with problems related to ATOD abuse or violence; teachers; parents)
- b) the outcome to be achieved (performance or behavior indicator(s), rather than a process indicator(s))
- c) the date by which the outcome will be achieved.

The target population for Goal II objectives must be teachers, administrators, and/or in some cases other school staff or parents; however, one of the benchmarks/indicators for each Goal II objective must be the improvement of student achievement.

Objectives may cover activities within any time frame in the three years of the plan; however, at a minimum each objective must include a benchmark for determining annual level of achievement.

3. ACTIVITIES: List the activities that will be implemented to achieve the objectives. Indicate the name of private schools participating in particular activities.

4. EVALUATION METHOD List the evaluation method that the LEA will use to measure progress towards achieving the *goals/objectives and the success of the project*. The evaluation plan should *not* measure the activity.

CODING - Use the following outline format:

Goals (I,II,III...); Objectives (A,B,C...); Activities (1,2,3...); Evaluation (A1, A2, B1...)

(Example - activity IB2 refers to Goal I, Objective B, Activity 2)

(Example - evaluation A2 refers to the second evaluation method for objective A)



Fiscal Year 2001

New Jersey Department of Education IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Plan (FY 2000-2001)

LEA: _____ County: _____

Project Code: IASA - ____ - 01

I. GOAL: Create the opportunity for all students to meet high quality academic standards.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
SAMPLE		

Use additional sheets, as needed.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Plan (FY 2000-2001)

LEA: _____ County: _____

Project Code: IASA - _ _ _ _ - 01

II. GOAL: Improve the quality of instruction through professional development that will help students meet challenging academic standards.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
SAMPLE		

Use additional sheets, as needed.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Plan (FY 2000-2001)

LEA: _____ County: _____

Project Code: IASA - _ _ _ _ - 01

III. GOAL: Establish a learning environment conducive to academic achievement by coordinating and/or providing necessary student services.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
S A M P L E		

Use additional sheets, as needed.



Fiscal Year 2001

New Jersey Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Program Plan (FY 2000-2001)

LEA: _____ County: _____

Project Code: IASA - _ _ _ _ - 01

IV. GOAL: Increase accountability of school staff, parents and the community for student success through greater participation, collaboration and shared decision-making.

OBJECTIVES	ACTIVITIES	EVALUATION METHOD
SAMPLE		

Use additional sheets, as needed

J. BUDGET STATEMENT

1. Period of Obligation

In accordance with EDGAR, 34 CFR Part 76.708, LEAs may begin to obligate funds on the later of the following dates:

- the beginning of the project period (September 1, 2000), subject to the receipt of the federal award by the NJDOE; or
- the date that the application is received by NJDOE in substantially approvable form.

Reimbursement for obligations is subject to final approval of the application. If the LEA expends funds on nonallowable costs prior to application approval, the LEA is responsible for covering those costs from other funds.

The project period for the FY 2001 IASA Consolidated Application is September 1, 2000 to August 31, 2001. **All funds must be obligated by August 31, 2001 and liquidated by November 30, 2001.** LEAs must submit an application for approval to carry over unused IASA funds into the next project period. Carry-over funds not obligated by the LEA at the end of the project period for which funds were allocated or approved for carry-over by the NJDOE must be returned to the NJDOE with the Final Report (see Section IX – 6-7).

2. Maintenance of Effort

Each LEA may receive its full allocation if either its combined fiscal effort per pupil or aggregate expenditures of state and local funds for free public education in the preceding year (1998-99) were not less than ninety percent of the expenditures for the second preceding year (1997-98). If the LEA fails to meet the ninety percent level, the SEA must reduce the LEA's allocation by the exact percentage of each "titled program" for which the LEA failed to meet the ninety percent level. The USDOE Secretary has the authority to waive this requirement for one year, if the SEA determines that the waiver would be equitable because the failure to comply was caused by exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the LEA. (IASA §14501; and Section VII for waiver process).

3. Nonsupplanting

Title I & Title VI [§1120A(b) and 6401(b)] - Federal funds can be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources. In no case may an LEA use Federal program funds to supplant funds from nonfederal sources.

4. Comparability

Title I - LEAs receiving Title I, Part A funds are required to assure compliance with comparability requirements (see Section VIII-11, Assurance #25 & #26) and to maintain documentation that is available for audit or monitoring purposes.

An LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Part A schools that are at least comparable to the services provided in schools that are not receiving Part A funds. If the LEA serves all of its schools with Part A funds, the LEA must use state and local funds to

provide services that are substantially comparable in each Part A school. An LEA may determine comparability on a districtwide basis or on a grade-span basis, according to the following guidelines:

- Even if all schools in the LEA or in a grade-span grouping are served, the LEA must demonstrate that it will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. For example, the LEA, in order to establish a comparison to determine that services are “substantially comparable,” may calculate ratios for the group of schools serving program areas with the lowest percentage of children from low-income families. The ratio for each of the other program schools would then be compared with the average calculated for the comparison group of program schools.
- Although there is no limitation on the number of grade spans an LEA may use, the number should match the basic organization of schools in the LEA. For example, if the LEA’s organization includes elementary, middle, and high schools, the LEA would have three grade spans.
- If there is a significant difference in the enrollments of schools within a grade span (i.e., the largest school in the grade span has an enrollment that is two times the enrollment of the smallest school in the grade span), the LEA may divide grade spans into a large school group and a small school group.
- The comparability requirement does not apply to an LEA that does not have more than one building for each grade span. An LEA may also exclude schools with 100 or fewer students from its comparability determinations.
- An LEA will be considered to have met the comparability requirement if the LEA files with the NJDOE a written assurance that it has established and implemented the following:
 - districtwide salary schedule;
 - policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

As an alternative, an LEA may meet the comparability requirement if it establishes and implements other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios. For example, an LEA may do one of two things:

1. Compare the average number of students per instructional staff in each Part A school with the average number of students per instructional staff in schools not participating in Part A programs. A Part A school is comparable if its average does not exceed 110 percent of the average of schools not participating in Part A programs; or
2. Compare the average instructional staff salary expenditure per student in each program school with the average instructional staff salary expenditure per student in schools not participating under Part A. A Part A school is comparable if its average is at least 90 percent of the average of schools not participating in Part A programs.

Note:

- Staff salary differentials for years of employment **will not be included** in comparability determinations.
- An LEA need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services.

Records

If the LEA files a written assurance that it has established and implemented a districtwide salary schedule and policies to ensure equivalence among schools in staffing and in the provision of materials and supplies, it must keep records to document that the salary schedule and policies were implemented and that equivalence was achieved among schools in staffing, materials, and supplies. If the LEA established and implemented other measures for determining compliance with comparability such as student/instructional staff ratios, it must maintain source documentation to support the calculations and documentation to demonstrate that any needed adjustment to staff assignments was made.

Developing Procedures for Compliance

An LEA must develop procedures for compliance with the comparability requirement and implement those procedures annually. An LEA is only required to document compliance with the comparability requirement biennially (every two years).

Determining Compliance

When determining compliance for comparability, an LEA may exclude state and local funds expended as follows:

- bilingual education for limited English proficient (LEP) children; and
- excess costs of providing services to children with disabilities as determined by the LEA.

Note: Title I no longer permits any exclusion of supplemental state or local funds from the Title I comparability requirement.

5. Local Cost Sharing

Title II - Each LEA is required to provide matching funds of no less than 33 percent of the total cost of professional development activities (or 50 percent of the Title II allocation, excluding the private school portion) supported under this Title. The available resources for meeting this requirement can be found in IASA §2209. LEAs may use funds from Titles I & IV to meet this requirement.

Due to a waiver request approved by the USDOE, Title VI funds may also be used to satisfy this matching requirement as long as Title VI funds are used for professional development activities consistent with Title VI. The students affected by the waiver are expected to continue to make academic progress. LEAs that use the waiver are required to report on the use of the waiver [IASA §14401(e)], by describing the Title VI expenditure on the Budget Detail, and indicating on this page that it is part of the Title II Match. In addition, LEAs using Title VI funds as the match must indicate such use by checking the box at the bottom of the Budget Statement.

For those LEAs who are members of a Title II consortium, each participant is responsible for its proportionate amount of the local match as calculated by its individual allocation. The budget statement of the applicant must reflect the uses of the matching funds from all the participants in the consortium.

6. Accounting Procedures

Effective July 1, 1993, NJDOE regulations require that all LEAs prepare budgets and submit expenditure reports according to *the Uniform Minimum Chart of Accounts (Handbook 2R2) for New Jersey Public Schools*, referred to as Chart of Accounts. The budget pages in all IASA Consolidated Applications and reporting forms included in these Guidelines reflect the coding of accounts consistent with those in GAAP. The handbook describes the coding of accounts in New Jersey school financial

operations. The coding system, with its multidimensional structure, creates a common language of use in recording, reporting and controlling the financial activities of school districts.

The Project Budget Statement summarizes aggregate amounts for each expenditure category in the project budget. The Budget Detail pages delineate and clarify expenditures for the purpose of reviewing and monitoring the project's activities. Each LEA business office has a copy of the complete handbook. **Budgets must be completed in conjunction with the LEA's business office to ensure consistent categorizing of expenditures.** Improper coding of expenditures is considered to be in noncompliance with *N.J.A.C. 6:20-2A.2(m)*. Instances of noncompliance noted by auditors must be reported in the "Auditor's Management Report."

LEAs **may not** commingle IASA funds with other federal, state or local funds and **no commingling of funds is permitted among titles included in the IASA Consolidated Application, with two exceptions.** The basic requirement is to maintain the fiscal identity of each title award (e.g., Title I, Title II, Title IV and Title VI). This requirement is satisfied by the use of separate accounts that include an "audit trail" of the expenditures for each project awarded. However, program funds may be combined in two ways:

- in a schoolwide program under IASA §1114 (Appendix D), and
- for consolidated administrative costs under IASA §14203 (see Section VIII – 58).

7. Cash Management for Grants in Excess of \$50,000

Pursuant to EDGAR 34 CFR, Part 80.20 (b)(7) Cash Management, the NJDOE is required to monitor grantees' cash on hand each fiscal year. The NJDOE has established procedures to ensure the receipt of reports of cash balances and cash disbursement in order to prepare and complete the accurate cash transactions to the USDOE.

During FY 2001, the cash-on-hand analysis will be conducted in March 2001. A Cash Analysis Report is forwarded to each LEA awarded federal entitlement funds in excess of \$50,000. During the review of the report, the amount of federal cash received and the expenditures incurred at a designated point in time are compared. If cash on hand is in excess of one monthly payment, entitlement payments will be delayed until the LEA provides documentation that the issue is resolved.

8. Budgetary Constraints

a. LEA Allocations

Title I

LEAs may only use Title I funds in eligible school attendance areas. In order for a school to be designated an eligible school attendance area for Title I purposes, the percentage of children from low-income families in the school attendance area must be at least as high as the percentage of children from low-income families in the LEA as a whole. See Section VIII-21 for requirements regarding eligible school attendance areas.

Title II

Math/Science Expenditure Requirement:

LEAs are required to spend a specified minimum proportion of their Title II/Eisenhower funds as specified by IASA §2206(a)(b), on mathematics and/or science professional development. LEAs may include as part of the math/science amount expenditures for professional development activities that integrate math and/or science with technology or any of the other core curriculum content areas. The math/science minimum amount varies from year to year depending upon the national appropriation of Eisenhower funds by Congress. Because the required math/science proportion for FY 2001 is not available when the Guidelines are printed, **the required percentage of funds is specified on the allocation notices and on the cover letter to chief school administrators.**

District/School-Level Expenditure Requirement:

In compliance with IASA §2210(a)(1), LEAs must allocate a minimum of 80 percent of Title II funds for professional development activities for teachers, and where appropriate, for administrators, pupil services personnel, parents and other staff of individual schools. No more than 20 percent may be used for district-level professional development activities. The school-level portion of funding does not need to be distributed equally or proportionally to all schools, but should be distributed in accordance with the needs assessment for professional development and the comprehensive plan.

b. Indirect Costs

Indirect costs may be charged to the programs if the LEA has an indirect cost rate approved by the NJDOE. The cost to be charged to each program is calculated by applying an approved Indirect Cost Rate, restricted rate only, to the Total Funds Requested by program as shown on the Title Page of the Consolidated Application. (An example is contained in Appendix L.) LEAs may obtain an approved calculated rate by completing and submitting an "Application for Indirect Cost" to the NJDOE, Office of Budget and Accounting. Indirect costs should be shown on the Budget Detail, "Administrative Costs," page and on the Title I Eligibility (item d), Appendix J, page 10 of the IASA Application.

c. Teacher's Pension & Annuity Fund (TPAF) and Social Security (FICA) Charges

All LEAs budgeting federal grant funds for salaries of full and part-time staff, who participate in TPAF, must also include TPAF and FICA contributions in the federal grant budget. A minimum of 15 percent of each salary or portion of a salary budgeted in the FY 2001 IASA Application must also be budgeted for TPAF/FICA benefits for employees who contribute to TPAF. **For those employees working for more than their base salary (ie: stipends), an additional 7.65 percent of the wages in excess of the base salary must be budgeted for FICA.** Other benefits may also be budgeted, however, all TPAF/FICA and other fringe benefits must be budgeted in proportion to the allocated federal salary.

d. Administrative Costs

In order to focus federal resources on the direct provision of services, a limit has been established on the percentage of funds from Titles I, II, IV, and VI which may be used for administration. A maximum of 5.0 percent of each Title's grant award may be used for administrative costs.

Administrative costs include expenditures for activities concerned with overall administrative responsibility for a grant program such as:

- supervising the application for funds;
- assigning duties to staff members;
- supervising and maintaining records pertaining to the grant program;
- coordinating activities with other locally-, state-, and federally-funded activities, including the work of clerical staff in support of teaching and administrative duties;
- full-time department chairpersons' expenditures; and
- the prorated expenditures of part-time department chairpersons are also included in this function.

Administrative costs may include the salaries of *program directors* (200-103), salaries of *secretarial and clerical assistants* (200-105), the *pro rata share of fringe benefits* for salaries included in the preceding categories (200-200), *purchased professional services* (200-330), *purchased technical services* (200-340), *rentals of noninstructional equipment* (200-440), *travel for administrative staff* (200-580), *administrative supplies and materials* (200-600), and *indirect costs* (200-860). Administrative costs do not include expenditures for supervisors of instruction, inservice teacher training, or other professional development activities.

Each expenditure should be evaluated individually as to its function (i.e., instructional versus administrative), with each budgeted item clearly linked to an identifiable activity reflecting the nature of the expenditure. The cost of the activities must be supported in the Program Plan. (All administrative funds charged to the grant must be shown on the Budget Detail – Administrative Costs, Appendix J, page 19, and for Title I, on the Title I Eligibility, item f, Appendix J, page 10.) Budget detail pages should refer to the applicable activity from the Program Plan in the Justification Code column. If an item is assigned to more than one category, all activity codes should be indicated with the applicable percentage of time.

- **Note:** If an employee splits time among the “covered programs” and other local, state or federal programs, time and activity records showing the actual time spent on each program or activity must be maintained.

e. Allowable Costs

- **Note:** A summary of authorized activities for each title is included in Appendix C.

All budget items are subject to application review and must demonstrate a direct relationship to the stated objectives and activities. LEAs are encouraged to develop applications that integrate funds, provided that the use of funds meets the intent of the title regulations. The following list was developed to highlight allowable costs or costs that have prompted questions in the past. It is not an exhaustive list of allowable costs. Additional fundable activities are described in the individual title regulations.

- At the end of the project period, an LEA may, with state approval, use up to five (5) percent of unneeded program funds for the purposes of another "covered program." An LEA must obtain approval through the carry-over process. (See Section IX – 6-7 for restrictions.)
- Split-funding of salaries and equipment among grant programs is allowed if the following parameters are met:
 - The portion of time allocated to each grant for funded personnel and the amount on the respective budget detail section are clearly indicated;
 - documentation is maintained that demonstrates and verifies that the activities were implemented; and
 - the portion of time and the dollars allotted to each grant is substantiated.
- Under **Title I**, construction of school facilities is permitted if the LEA demonstrates that the proposed construction is essential to the success of the project and has made every effort to consider other funds to pay for the construction and that there is no alternative space that meets the needs of the project. Only minor remodeling needed to accomplish the purposes of the program is allowed under **Title IV** [IASA §4133 (1)].
- Not more than a combined 20 percent of the **Title IV** funds may be used for activities related to "safe zones of passage" (e.g., drug- and weapon-free school zones, enhanced law enforcement, neighborhood patrols), metal detectors, and security personnel. Use of Title IV funds for these activities is only permitted if funding for them is not received from other federal agencies. [IASA § 4116 (c)(1)(2)]
- Comprehensive school health activities may be implemented only to the extent that such activities are part of an LEA's comprehensive drug and violence prevention program. (**Title IV**)

f. Nonallowable Costs

- Distribution of materials or operating programs which promote or encourage sexual activity; distributing obscene materials to minors; or providing sex education or HIV prevention education unless such instruction is age appropriate and includes the health benefits of abstinence, or a program of condom distribution. (All titles - IASA §14511)
- Construction or renovation of buildings, rooms or any facility [**Title II**-IASA §2401(d)].
- Medical services, drug treatment or rehabilitation, except for pupil services or referral to treatment for students who are victims of, or witnesses to a crime or who use alcohol, tobacco, or drugs. (**Title IV**) Consistent with this prohibition, LEAs may not use Title IV funds to pay for the medical examination of students suspected of being under the influence of alcoholic beverages or other drugs on school property or at a school function, as set forth in *N.J.S.A. 18A:40A-12* and *N.J.A.C. 6:29-6.5*.

9. Public Control of Funds and Property

The LEA must administer funds, retain control over the funds, and retain equipment, materials and property that are purchased with federal funds (EDGAR 34 CFR §76.661). The services and personnel or agencies providing services to private school children will be under the control and supervision of the LEA. Services to private school children must be provided by personnel employed by or under contract with the LEA. LEAs may not turn funds over to the private schools and allow the private school to oversee their use.

Title to real property and nonexpendable personal property (tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more per unit) purchased by LEAs partly or wholly with federal funds will be vested in the LEA until the assets are no longer available for use in the federally-sponsored program, or used for purposes not authorized by the state grantor agency. At that time, federal

and state equitable interest will be refunded to the state in the same proportion as the federal and state participation in its costs of acquisition. (EDGAR 34 CFR §80.32)

Frequently Asked Questions

Q. What are the categories most used for administrative costs and calculated in the maximum 5.0 percent.

A. Salaried positions for secretary/clerical and program director and supervisor are the most commonly used administrative costs. More information regarding administrative costs is available in Section VIII-53.

Q. Must employee benefits be charged to the grant for TPAF salaried staff?

A. Yes. A minimum of 15 percent of each salary must be budgeted for these employees. For those employees who work beyond their base salary, 7.65 percent must be budgeted for FICA.

Q. Are stipends for teachers considered wages and subject to 7.65 percent FICA?

A. Yes. All stipend funds charged to the grant must include a budgeted amount for the FICA portion.

Q. Can an LEA pay the costs for substitutes in a private school while the teachers attend a Title II professional development activity?

A. The LEA may provide these substitute services only if the personnel are employed by the LEA or under contract with the LEA.

DIRECTIONS FOR COMPLETING THE BUDGET STATEMENT

NOTE: Refer to the Uniform Minimum Chart of Accounts distributed by the Office of Finance for specific instructions regarding classification of expenditures within category headings. Use whole numbers only.

1. Complete the LEA name and project code.
2. Indicate the amount budgeted in each of the expenditure categories for the activities supported through this project by funding source. The budgeted amounts in each category on the Project Budget Statement must match the subtotals for the expenditure categories by funding source itemized on the Budget Detail. For information on the Title II LEA match column, see Section VIII-50.
3. The Totals By Funding Source line in each column must be equal to the amount indicated for each program in Column 9d on the Title Page.
4. The Total (LEA Use) column for each expenditure category is optional.
5. The LEA - Business Administrator signature and date is required.
6. Check the box at the bottom of the page if Title VI funds are used for the Title II LEA match.



Fiscal Year 2001

New Jersey State Department of Education

IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION

Budget Statement

LEA: _____ COUNTY: _____ PROJECT CODE: IASA- _____ -01

EXPENDITURE CATEGORY	FUNC.& OBJECT CODES	FUNDING SOURCES					TOTAL (LEA USE OPTIONAL)	
		TITLE I	TITLE II		TITLE IV	TITLE VI		
			FEDERAL	LEA MATCH				
INSTRUCTION								
Salaries of Teachers	100-101							
Other Salaries for Instruction	100-106							
Purchased Prof. & Tech. Services	100-300							
Other Pur. Serv. (400-500 series)	100-500							
Tuition	100-560							
General Supplies	100-610							
Textbooks	100-640							
Other Objects	100-800							
SUBTOTAL INSTRUCTION								
SUPPORT SERVICES								
Sal. of Supervisors of Instruction	200-102							
Sal. of Program Directors	200-103							
Sal. of Other Professional Staff	200-104							
Sal. of Secretarial & Clerical Assist.	200-105							
Other Salaries	200-110							
Personal Serv. -Employee Benefits	200-200							
Purchased Prof. - Ed. Services	200-320							
Other Purchased Prof. Services	200-330							
Purchased Technical Services	200-340							
Rentals	200-440							
Contracted Services - Transport.	200-516							
Travel	200-580							
Other Pur. Serv. (400-500 series)	200-590							
Supplies and Materials	200-600							
Indirect Costs	200-860							
Other Objects	200-890							
SUBTOTAL - SUPPORT SERVICES								
FAC ACQ & CONSTR SERV								
Buildings (Use charge)	400-720							
Instructional Equipment	400-731							
Noninstructional Equipment	400-732							
SUBTOTAL - FAC ACQ & CONSTR								
SCHOOLWIDE Programs (Abbott)	520-930							
SCHOOLWIDE Programs (Non-Abbott)	520-932							
TOTALS BY FUNDING SOURCE								

LEA-Business Administrator Signature _____

Date _____

☐ Check (✓) if using Title VI funds for Title II match

K. BUDGET DETAIL

The budget detail provides a specific budget of the costs being funded through each of the four titles. All costs should be clearly described and categorized by GAAP function/object code. The subtotal of each function/object code must equal the amount indicated on the Project Budget Statement. Each item budgeted must be related to an activity described in detail in the Program Plan. This relationship is indicated by Justification Codes referencing the Goals, Objectives, and Activities of the plan (e.g., I.A.1).

Any administrative costs, including indirect costs, should be listed separately on the page entitled “Administrative Costs.” **These costs should not be duplicated on other budget detail pages.** A grand total should be included at the end of the budget detail totaling all costs, including administrative. See Section XIII-53 for the definition of administrative costs. To designate administrative funds as consolidated, the LEA should check the appropriate box at the top of the budget detail form. If the LEA exercises this option, all administrative costs are considered to be “consolidated” and may not exceed 5 percent of each award.

Title II Applicants

In the “Math/Sci” column list professional development activity expenditures for math, science, the integration of math or science with technology, or the integration of math/science with other core content subject areas. In the “Other” column list professional development activity expenditures for other core content subject areas that are not integrated with math or science.

The “Other” column is not to be used for budgeting the Title II LEA match.

Using Title VI as part of Title II Match

Provide an itemized description of the Title VI expenditures and indicate that it is part of the Title II Match.

Title VI Innovative Areas

Title VI funds must be allocated in any of the ten innovative assistance areas as described in Appendix C, Section X-12. Private schools funds may not be budgeted in area eight. This “Innovative Areas” column is provided for the districts to note the Innovative Assistance areas that are being funded under each function/object code. These notations will assist the district in completing their Title VI Data Collection. Completion of this column is optional. See Section IX-2 for more information on the Title VI Data Collection.

Schoolwide Programs

For purposes of this application, schools indicated as schoolwide programs may combine funds from Titles I, II, IV and VI. If such funds are combined, the Abbott LEAs must use function/object code 520-930, and non-Abbott LEAs 520-932, identify those schools on the Budget Detail and enter the total amount of funds in the funding source column. For more information regarding schoolwide programs, see Appendix D Schoolwide Programs (Section X – 13-20.)

Consolidated Administrative Costs

IASA funds may be used to support administrative positions that oversee more than one of the four “covered programs,” as well as other associated costs (e.g., supplies). In this situation, it may be more efficient to consider these costs as “consolidated administrative costs” which are shared among the programs. The LEA is not required to assign specific costs to specific federal programs and separate records do not need to be maintained indicating the percentage of time dedicated to individual projects (IASA§14203). However, consolidated costs must be attributed in proportion to the funds provided by each project. An LEA may consolidate up to five percent of the amount awarded under each title to be used for the administration and coordination of one or more of the "covered programs" and for the uses described in IASA §14201(b)(2).

DIRECTIONS FOR COMPLETING THE BUDGET DETAIL

NOTES:

- Use the format provided to itemize the budgeted costs for each title.
 - List administrative costs separately on the page entitled “Administrative Costs.”
 - Use as many sheets as needed.
1. Complete the LEA and county name and 4-digit code.
 2. List only those budget items consistent with the objectives and activities stated in the Program Plan and consistent with the budgetary constraints outlined in the Guidelines (see Section VIII – 51-52). Complete each of the columns as described below for only those costs to be paid with IASA funds.

EXPENDITURE CATEGORY/FUNCTION & OBJECT CODE: List the expenditure categories and the corresponding function & object codes in the same order as they appear on the Project Budget Statement. The GAAP codes must be used. Examples of appropriate GAAP codes may be located in Appendix P and at www.state.nj.us/education (select *Grants*, then *Entitlement Grants*, then *examples of GAAP categories*.)

ITEMIZED BUDGET:

Description/Itemization

- List/describe the item(s) to be funded in each category.

Funding Source

- Indicate in the appropriate column the amount budgeted from each federal funding source to support the listed expenditures for this project.

Title I

- Do not group all of the Title I parent involvement activities into one category. Place the activities in the appropriate budget categories.
- Specify in the appropriate categories services provided to Title I neglected and delinquent students (e.g., 100-101 for Teachers, 100-106 for Instructional Aides and 200-104 for Social Workers.)

Title II

- For each budgeted item, enter into the appropriate columns the amount of funds specifically allocated for math/science activities and the amount of funds allocated for professional development activities in other core curriculum content areas.

Title VI

- Enter the appropriate number (#1-10) of the innovative assistance areas, as described in Section X-12, next to each budgeted item. Complete the Title VI Data Collection form and include it with submission of the IASA application.

Schoolwide Programs (Abbott: 520-930; non-Abbott: 520-932)

In the description/itemization column, list the individual schools with approved schoolwide programs that are combining their funds. Enter the amounts allocated to each school in the funding source column for each title.

Verification of Budget

- Subtotal each expenditure category. The amounts budgeted for each expenditure category must match the corresponding line(s) of the Federal columns by funding source on the Project Budget Statement.
- Total each Funding Source column. **The totals for each funding source must match the Totals by Funding Source on the Project Budget Statement and column 9d on the Title Page.**
- Grand Total. Total each Funding Source column from all budget detail pages, including administrative costs. Complete on the last budget detail page submitted. (Leave blank on all other budget detail pages.)

JUSTIFICATION: Reference the appropriate code for the goal/objective/activities from the Program Plan pages of the application or the codes from the approved whole school reform plan for each budget item in each category. (Example: I.A.3)

Administrative Costs page only:

If administrative costs are consolidated, check Consolidated box at top right of page. If choosing to consolidate administrative funds, no more than 5 percent of each award may be used for administration. Consolidating administrative funds eliminates the need for separate time and activity records for each funding source.

Note: The LEA - Business Administrator signature and date is required on all budget pages.



Fiscal Year 2001

New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT APPLICATION
Budget Detail

LEA: _____

County: _____

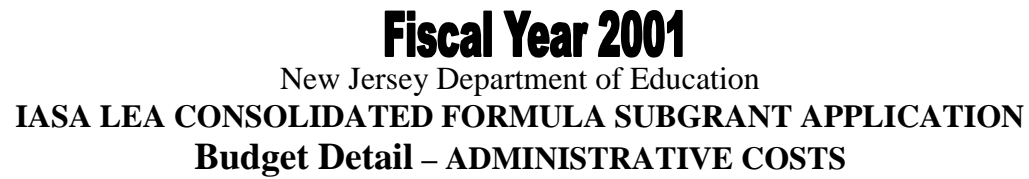
Project Code ____ -01

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	ITEMIZED BUDGET							JUSTIFICATION CODE GOAL/OBJECTIVE/ ACTIVITIES
		DESCRIPTION/ITEMIZATION	FUNDING SOURCE						
			TITLE I	TITLE II		TITLE IV	TITLE VI		
				Math and Science	Other Content Areas		\$	Innov Areas	
S A M P L E									
		GRAND TOTAL (final page only): (* include the subtotal from the Administrative Costs in the Grand Total)							

Use additional sheets, if needed.

LEA Business Administrator Signature _____

Date _____



Project Code _ _ _ _ -01

Use additional sheets, if needed.

Date _____

IX. POST-AWARD REQUIREMENTS

A. MAINTENANCE OF RECORDS AND SUBMISSION OF REPORTS

The applicant LEA is responsible for the use of all funds awarded and for the maintenance of project records for three (3) years following the completion of the activity for which the funds were used (GEPA Sec. 248). In addition, the applicant is responsible for submitting in a timely manner all Amendment Applications, Final Reports/Carry-Over Applications and any other reports required by the NJDOE.

B. MONITORING

Monitoring is an ongoing assessment of an LEA's status of compliance with federal and state requirements. Several methods are used to review an LEA's compliance with requirements directing the use of federal funds. Information regarding the implementation of program activities and expenditures is collected through site visits and required reports. NJDOE staff reviews applications for compliance with regulatory requirements. The Final Report is reviewed to determine completion of program activities and expenditures consistent with the approved application. Additionally, district audit reports are reviewed and areas of noncompliance are identified and corrected.

LEAs that do not meet performance standards in the areas of assessment and attendance will be the focus of on-site review during the Group 2 monitoring process. The selection of LEAs to be monitored is consistent with *N.J.A.C. 6:8-2*, "Procedures for the Evaluation of the Performance of Each Public School District." LEAs will be notified in advance of scheduled monitoring visits.

C. DATA COLLECTION

Title I

The IASA law requires the collection of data from LEAs receiving Title I funds. This information contributes to the State Performance Report that the department is required to submit to the U. S. Department of Education. The Office of Specialized Populations has designed an automated process for collecting the 2000-2001 information for the Title I Performance Report. The new system allows the school district data to be reported on the internet.

LEAs will be required to collect demographic data for participating students for the 2001-2002 school years by race, gender, grade level, special services group, and type of service. Information on staff involvement will be required. LEAs are no longer required to report individual student test data. LEAs are encouraged to establish an internal data collection process to facilitate the reporting of accurate data.

Title II

The FY 2000 Title II data collection report will be transmitted to LEAs under separate cover as was the process for FY 1999 Title II data collection. This FY 2000 report will contain similar questions as were contained in the FY 1999 data report (bubble sheets).

Performance Indicators

LEAs will also be required to provide a FY 2000 update of the performance indicator report that was prepared and submitted in FY 1999. A matrix for completing the 2000 performance indicator report will be included in the Title II data collection packet that will be forwarded to LEAs at a later date.

Title IV

Annual Reporting Forms

Each LEA receiving Title IV funds is required to submit to the NJDOE such information, and at such intervals, that the state requires, including information on the prevalence of ATOD use and violence by youth in the schools and the community [IASA §4117(c)]. Pursuant to the statutory requirement described above, LEAs will continue to be responsible for completing the following forms, which are annually disseminated to LEAs under separate cover:

- Local Substance Abuse and Violence Prevention Program Elements; and
- Safe and Drug-Free Schools and Communities Act Impact Data.

The two data forms will be distributed to LEAs in April 2001 and will be due on June 29, 2001.

Because LEAs will be using the Internet-based Electronic Violence and Vandalism Reporting System (EVVRS), they are no longer required to submit a Gun-Free Schools Report or an IASA Performance Report. Use of the EVVRS will constitute compliance with the Gun-Free Schools Act (GFSA) of 1994 (IASA 14601), and the requirement to report all removals/expulsions from school imposed under New Jersey Chapter 127, the Zero Tolerance for Guns Act.

Title VI

LEAs must report participation information pertaining to services provided to public and private school students and teachers and the planned allocation of funds for each of the ten innovative assistance areas, other areas and administration (see Appendix C, Section X-12).

The data obtained from LEAs is reported to the USDOE and to the members of Congress via a "National Compendium of State and Local Activities." This data details the use of Title VI funds across the nation.

For FY 2001, LEAs must indicate the appropriate innovative assistance area (#1-10) on the Budget Detail and complete the Title VI Data Collection form. Requested information includes both public and private schools, the number of students served and the number of staff who will participate in professional development activities. The form also contains a space for LEAs to briefly describe projected exemplary/promising program/practices funded at least in part with Title VI funds. The Title VI Data Collection form must be submitted to OGMD with a copy of the FY 2001 IASA application.

D. AMENDMENTS

All Amendment Applications (for changes to the approved grant or approved carry-over) must be submitted to the county office of education. The LEA must provide a brief but specific justification why funds will not be expended as originally approved. Applicants for consortium amendment applications must certify that all participating districts agree to this application. The signatures of the LEA chief school administrator and LEA board secretary are required, as is the date of the board approval.

Final amendments for the grant period must be submitted and approved by the county office of education and then submitted to the Office of Grants Management and Development no later than June 29, 2001. Amendment applications received after June 29, 2001 will not be accepted.

Once the Amendment Application is received in substantially approvable form, the LEA may begin to obligate and expend these funds. If the LEA funds activities that are not approved by the NJDOE, the LEA is responsible for those costs incurred. For any changes that do not require an amendment, the NJDOE will allow up to 10 percent of the changes at the time of the final report review.

An Amendment Application must be submitted in the following cases:

- for changes between Expenditure Categories (measured cumulatively throughout the fiscal year) in excess of ten percent of the total award by Title or \$50,000 (original application budget or approved carry-over budget), whichever is less. *LEAs are responsible for monitoring the cumulative 10 percent level of fiscal change.* Revised budget detail pages showing the proposed budget for the amended Title must be included with any amendment application;
- when budgeting expenditures in a category for which no funds were previously budgeted or approved;
- for any changes in the scope of activities being implemented. All newly funded activities must be supported in the Program Plan; or
- for approval for Title I – Schoolwide Program designation.

<p>ALL AMENDMENT APPLICATIONS MUST BE SUBMITTED TO THE COUNTY OFFICE OF EDUCATION NO LATER THAN JUNE 29, 2001. AMENDMENT REQUESTS RECEIVED AFTER THAT DATE WILL NOT BE ACCEPTED.</p>

DIRECTIONS FOR COMPLETING AMENDMENT APPLICATION

**ALL AMENDMENT APPLICATIONS MUST BE SUBMITTED TO THE COUNTY OFFICE OF EDUCATION
NO LATER THAN JUNE 29, 2001.
AMENDMENT REQUESTS RECEIVED AFTER THAT DATE WILL NOT BE ACCEPTED.**

An Amendment Application must include the following:

- a brief but specific description why funds will not be expended as originally approved;
- an assurance that all participating LEAs in a consortium agree to the amendment;
- a revised Budget Statement;
- a revised Budget Detail; and
- a revised Program Plan, if there is a change in the plan.

Required Pages:

Title Page

Check the applicable box and complete the IASA Project Number.

Check the Title being amended and enter the award amount.

- 1-4. Complete all identifying information.
5. Provide a brief but specific description why funds will not be expended as originally approved. Clearly indicate the changes proposed (e.g., the change in the Program Plan or the transfer of funds between budget lines.)
6. If consortium applicant, check to confirm that all participating LEAs agree with the changes proposed in the amendment application.
7. Signature of Board Secretary and date of board approval for submission of amendment application.
8. Signature of Chief School Administrator and date.

Budget Statement (Required for budget changes)

Revise the approved Budget Statement from the originally approved application or a subsequently approved amendment to reflect the proposed budget changes.

Budget Detail (Required for budget changes)

Revise the Budget Detail from the originally approved application or a subsequently approved amendment to accurately reflect the proposed budget changes.

Program Plan (Required for changes in the program plan)

Revise the appropriate Program Plan pages from the originally approved application or a subsequently approved amendment to accurately reflect the proposed changes in the scope of the project. Clearly indicate the sections changed or added and the date of the amendment request. See the application directions for further instructions.

Note: All the necessary forms for completion of the IASA Amendment Application are located in Appendix M.



Fiscal Year 2001
New Jersey Department of Education
Improving America's Schools Act (IASA)
LEA CONSOLIDATED FORMULA SUBGRANT

Submit this
application to
County Office of
Education only

Amendment Application

<input type="checkbox"/> Individual LEA Applicant <input type="checkbox"/> Amendment to FY 2001 PROJECT CODE: IASA ____ - 01 <input type="checkbox"/> Amendment to FY 2000 carry-over PROJECT CODE: IASA ____ - 00	<input type="checkbox"/> Consortium Applicant <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Check</th> <th style="text-align: center; border-bottom: 1px solid black;"><u>Amended</u> Title</th> <th style="text-align: center; border-bottom: 1px solid black;"><u>Award Amount</u></th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Title I</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Title II</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Title IV</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">Title VI</td> <td style="text-align: center;">_____</td> </tr> </table>	Check	<u>Amended</u> Title	<u>Award Amount</u>	<input type="checkbox"/>	Title I	_____	<input type="checkbox"/>	Title II	_____	<input type="checkbox"/>	Title IV	_____	<input type="checkbox"/>	Title VI	_____
Check	<u>Amended</u> Title	<u>Award Amount</u>														
<input type="checkbox"/>	Title I	_____														
<input type="checkbox"/>	Title II	_____														
<input type="checkbox"/>	Title IV	_____														
<input type="checkbox"/>	Title VI	_____														
1. LEA:	2. County:															
3. Project Director:	3a. Tel. #: _____ 3b. Fax #: _____ Email: _____															
4. Address:																
5. Describe the reason(s) that the funds will not be expended as approved. <i>(Attach additional sheets, as needed.)</i> <div style="font-size: 4em; opacity: 0.3; transform: rotate(-10deg); position: absolute; top: 50%; left: 50%;">SAMPLE</div>																
FOR USE BY CONSORTIUM APPLICANTS ONLY																
6. <input type="checkbox"/> As the applicant agency for the consortium, I certify that all participating LEAs are in agreement with the changes set forth in this Amendment Application.																
7. Board Secretary (Signature): _____	Board Approval Date: _____															
8. Approved by Chief School Administrator (Signature): _____	Date: _____															
FOR SEA USE ONLY																
County Office	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Signature: _____ Date: _____															
OGMD	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Signature: _____ Date: _____															
COPY DISTRIBUTION: County Office Chief School Administrator																

E. FINAL REPORT/ CARRY-OVER APPLICATION

The Final Report is used to do the following:

- report the expenditures for the approved FY 2000 carry-over;
- report the expenditures for the FY 2001 IASA Consolidated Grant; and
- apply to carry over unexpended FY 2001 funds into FY 2002.

**** All the necessary forms for completion of the IASA Final Report/Carry-Over Application are located in Appendix N.***

Final Report for FY 2000 carry-over: Expended funds carried over from FY 2000 into the FY 2001 project period must also be reported using the Final Report. The Status Report (page 2 of the Final Report) should describe only the funded carry-over activities. Any unneeded funds that were transferred to another title become funds of that title and are subject to all the requirements of that title. However, those transferred "unneeded" funds should be accounted for in the Final Report in the *original title*.

FY 2001 Final Report: Each Final Report/Carry-Over Application must provide the budget expenditures, equipment purchases, activities completed and results obtained. LEAs must report accomplishments relative to the measurable objectives and benchmarks established in the Program Plan. At this point, LEAs should assess the effectiveness of the elements of the IASA plan and prepare to revise the plan accordingly for the subsequent fiscal year. If carry-over funds are requested, the reasons describing why funds were not expended must be reported, and the carry-over portion of the document must be completed.

A Final Report must also be completed for the Title I Capital Expense. The Title I Capital Expense Final Report is located in Appendix O.

Expended funds are those spent during the project period (September 1, 2000 – August 31, 2001). June 30 audited amounts and any funds expended during July and August should be reported.

- **Note:** As a result of an audit, if it is determined that a GAAP coding error occurred, the Final Report should be submitted reflecting the corrected coding of expenditures, along with a copy of the auditor's expenditure coding comment to support the propriety of the reclassification.
- The expended indirect costs should be in proportion to the expended amount by title and in accordance with the approved rate calculation.

Carry-Over Application: In accordance with the Tydings Amendment, these funds remain available for continued use during the next project period. The LEA must obtain written approval from the NJDOE for the carry-over budgeted expenditures. LEAs requesting approval to carry over FY 2001 funds must complete and submit a board-approved Carry-Over Application at the end of the grant year, prior to the expenditure of funds, in order to continue to expend funds in FY 2001 using Appendix N. Carry-over balances can be reallocated; however, funds must be expended for approved FY 2001 activities in accordance with the program

guidelines that are in effect during the carry-over period. **Administrative costs cannot exceed 5.0 percent of the total of the prior approved grant and the carry-over amounts.** Any unexpended funds that were allocated to private schools and Title I N/D facilities and are requested for carry-over must be utilized for the benefit of these students during the carry-over period. Projects supported by using carry-over funds are subject to the regulations and guidelines in effect during the carry-over period (September 1, 2001-August 31, 2002). If the LEA funds activities that are not approved in the Carry-Over Application, the LEA is responsible for the costs incurred.

Funds expended in FY 2001 are to be reported on the FY 2001 Final/Carry-Over Application to be submitted to the county office of education in December 2001.

- Not more than 15 percent of Title I funds allocated, *in excess of \$50,000*, to an LEA for FY 2001 may remain available for obligation in FY 2001-2002 unless the NJDOE approves a waiver request in accordance with IASA §1127. An LEA may only request this type of waiver once every three years. The LEA must submit a written request specifying that such a request is reasonable and necessary.
- Not more than 25 percent of the Title IV funds allocated to an LEA for FY 2001 may remain available for obligation in FY 2001-2002 unless the NJDOE approves a request in accordance with IASA §4113(f).

Unneeded Program Funds

In accordance with IASA §14206 (a), an LEA may choose to use up to 5 percent of unneeded funds from a "covered program" for purposes authorized under another "covered program." *Although an LEA may not transfer unneeded funds from Title I, Part A to another program, the LEA may use unneeded funds from other "covered programs" in its Title I, Part A program.* The request for this change should be made on the Carry-Over Application. The Title Page of the application (Item 11) should clearly indicate the reason why funds were not expended as approved and describe the transfer of funds among programs. The budgeted amounts should be indicated on the budget detail form, with justification codes referring to the activity being funded.

DIRECTIONS FOR COMPLETING FINAL REPORT/ CARRY-OVER APPLICATION

The following pages must be submitted for the Final Report:

- Title Page
- Status Report
- Budget Statement - Report actual expenditures incurred during the project period.
- Budget Detail - Report actual expenditures incurred during the project period.
- Budget Detail – Administrative Costs – *if applicable*
- Federal Equipment Inventory - Complete if equipment purchased.

The following *additional* pages must be submitted if requesting to carry over funds:

- Budget Statement - Report proposed expenditures to be incurred during the next project period.
- Budget Detail - Indicate proposed expenditures to be incurred during the next project period.
- Budget Detail – Administrative Costs – *if applicable*
- Program Plan - Reference the Program Plan codes from the approved application describing activities to be supported through carry-over funds. Complete new Program Plan pages only if the carry-over funds will be used to support activities not described in an approved application or a subsequently approved amendment.

<i>FINAL REPORT TITLE PAGE</i>

1. Complete project code with LEA's four-digit district code. Check appropriate box to indicate if LEA is an individual applicant or a consortium applicant. Check the type of report submitted (FY 2001 or FY 2000 Carry-Over Application).
- 2-4. Complete all identifying information.
5. Enter the amount for each title from the LEA's approved application Title Page, Column 9d.
6. Enter the amount expended for each title during the project period (9/1/2000-8/31/2001).
7. Subtract the amount in column 6 from the amount in column 5 and enter the difference.
8. Enter the unexpended balance amounts from column 7 if applying to carry forward funds into the next project period.
9. Enter the unexpended balance amounts from column 7 to be submitted to NJDOE.
(Enclose a check for the indicated amount payable to *Treasurer, State of New Jersey*, and submit a copy of the first page of the report to the Office of Budget and Accounting, Revenue and Grant Services, PO Box 500, Trenton, NJ 08625.)
10. Total each column.
11. If requesting to carry over funds, provide a brief but specific description why all funds were not expended/obligated within the project period. **This must be completed if funds are indicated in column 8.**
12. Signature of Board Secretary and board approval date. Submit a copy of the board resolution if the Carry-Over Application is submitted prior to the board approval.
13. Signature of Chief School Administrator and date.
14. If requesting to carry over funds, consortium applicants must check box to confirm that all participating districts agree with the Carry-Over Application.

<i>FINAL REPORT STATUS REPORT</i>
--

Complete identifying information, including project code with LEA's four-digit district code. Check the type of report submitted.

Goal/Objective/Activity Code: Indicate the codes from the originally approved application or subsequently approved amendment(s) for all approved activities.

Status of Objectives Based on Evaluation Plan Results: Describe the LEA's progress toward meeting all of the *measurable objectives and performance standards* described in the approved application or subsequently approved amendment(s). Briefly describe the activities completed and the results obtained during the project period. Specific reference should be made to the elements outlined in the approved evaluation plan. The Status Report for the prior year's carry-over should reflect only those funded activities. For those IASA objectives funded under Title IV, note the public entity (or entities) to which the district reported in order to meet its requirement to report progress on its objectives, and the date of such report(s).



Project Period 9/1/1999 to 8/31/2000
 New Jersey Department of Education
Improving America's Schools Act (IASA)
LEA CONSOLIDATED FORMULA SUBGRANT

**SUBMIT THIS
 APPLICATION TO COUNTY
 OFFICE OF EDUCATION**

**Final Report/Carry-Over Application
 Title Page**

Date Received by
 County Office:

<input type="checkbox"/> Individual LEA Applicant <input type="checkbox"/> Final Report for FY 2001 Consolidated Application Carry-Over Application for FY 2001 Project Code: IASA _____ - 01	<input type="checkbox"/> Consortium Applicant <input type="checkbox"/> Final Report for carry-over funds from FY 2000 Project Code: IASA _____ - 00
---	---

2. LEA:	2a. County:
3. Project Director:	3a. Tel. #: () - 3b. FAX #: () - Email:

4. Address:					
Programs	5. Approved Amount	6. Expended Amount	7. Unexpended Balance	8. Proposed Carry-Over (current year funds only)	9. Amount Being Returned to NJDOE
TITLE I	\$	\$	\$	\$	\$
TITLE II	\$	\$	\$	\$	\$
TITLE IV	\$	\$	\$	\$	\$
TITLE VI	\$	\$	\$	\$	\$
10. Total:	\$	\$	\$	\$	\$

FOR CARRY-OVER FUNDS ONLY

11. Reason Funds Were Not Expended During the Project Period: (Attach additional sheets if necessary.)
--

12. Board Secretary/Business Administrator (Signature):	Board Approval Date (carry-over only):
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13. Approved by Chief School Administrator (Signature)	Date:
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ONLY FOR USE BY CONSORTIUM APPLICANTS APPLYING FOR CARRY-OVER

14. ☐ As the applicant agency for the consortium, I certify that all participating LEAs are in agreement with the Carry-Over Application.

COUNTY/SEA USE ONLY FOR FINAL REPORT APPROVAL AND/OR CARRY-OVER APPLICATION APPROVAL

County Office	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Signature:	Date:
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OGMD	<input type="checkbox"/> Approved <input type="checkbox"/> Denied	Signature:	Date:
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COPY DISTRIBUTION:	County Office	Chief School Administrator
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Project Period 9/1/1999 to 8/31/2000
New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT

Final Report - Status Report

LEA: _____

COUNTY: _____



PROJECT CODE: IASA ____ - 01



PROJECT CODE: IASA ____ - 00

GOAL/OBJECTIVE/ ACTIVITY CODE	STATUS OF OBJECTIVES AND ACTIVITIES BASED ON EVALUATION PLAN RESULTS
	<p>SAMPLE</p>

Use additional sheets, if needed

FINAL REPORT OF FEDERAL EQUIPMENT INVENTORY

Complete identifying information including project code with LEA's four-digit district code and check type of report submitted.

- All columns must be completed for each piece of equipment costing \$500 or more purchased with federal program funds covered by this application.
- The total of the unit acquisition costs listed must equal the equipment costs listed on Budget Statement and Budget Detail, expenditure categories 400-731 and 400-732.
- If the equipment does not have a serial number, an identification number must be assigned.
- For items partially funded, indicate the total unit acquisition cost, the IASA cost by each Title and the percentage of IASA funds utilized by Title.



Project Period 9/1/1999 to 8/31/2000
 New Jersey Department of Education
IASA LEA CONSOLIDATED FORMULA SUBGRANT

Final Report - Federal Equipment Inventory

LEA: _____ COUNTY: _____

☐ **PROJECT CODE: IASA** ____ - **01**
☐ **PROJECT CODE: IASA** ____ - **00**

Acquisition Date	Description (Name, Type, Size)	Manufacturer/ Model	Serial/Inventory Number	Unit Acquisition Cost	IASA Cost by Title	% of IASA Cost by Title	Location in LEA
SAMPLE							